Salem Christian School

"Developing students who love God with all their mind, body, and soul."

Secondary School Curriculum Overview

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Dear SCS Student and Parents,

The most crucial decision you will make is your relationship with Jesus Christ. And the second is how you will live your life as a follower of Christ. We are commanded to love God with all of our mind, body, heart and soul. In order to fulfill this calling you will need to choose what college and training you will have after your kindergarten through twelfth grade education.

Because this next stage in life is so important, it requires careful planning and attention. Your decision will impact the choices that you have and the greater ability to minister in whatever career you have in your path.

Parent involvement is crucial in this process. Parents should be active participants in discovering and choosing a college. The parent should partner with the school to ensuring your child is enrolled in the required courses needed for graduation, academically rigorous, and aligned to future goals. God has great plans for each of us so that we can live life in the fullest. Selecting the right courses in preparation for after high school and college is one of life's most important decisions. It is our hope that this curriculum overview will help you in your preparations and decisions. Additionally, we hope that this gives a strong sense of our commitment to a strong academic, spiritual, and physical school program. If at any time you have questions, please contact the school. We desire that all of our students will succeed.

Sincerely,

Mark Stanton

Head of School

Salem Christian School

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Our Mission and Vision

Salem's Mission Statement

Salem Christian School exists to develop students who love God with all their mind, body, and soul.

Salem's Vision Statement

Our vision is to assist parents in developing a God-centered worldview in their children by providing a vibrant educational and spiritual environment where Godly character and unity in Christ can flourish, thereby enabling students to serve God and impact the world through biblical thought and action.

Academic Handbook

This handbook is designed to provide important information to students and parents regarding course offerings, graduation requirements, academic support services, testing, college and career counseling, and school policies pertaining to these areas. We encourage all students and parents to become familiar with this handbook in order to make the most informed choices regarding course selection.

We are committed to helping our students to be prepared and answer God's calling. We understand and are not interested in replacing the parent's blessing and responsibility of guiding their child through to adulthood. What we hope to provide is assistance with information and encouragement that helps each student and parent with current and future academic planning.

Statement of Nondiscrimination

Salem Christian School admits students of any race, color, national, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students in the school. It further does not discriminate on the basis of race, color, national and ethnic origin in the administration of its educational policies, financial aid program, athletic and other co-curricular school administered programs.

Middle School General Courses

Mathematics:

6th Grade: General Math

7th Grade: Pre-Algebra

8th Grade: Algebra 1 or Algebra Readiness

Science:

6th Grade: Life Science

7th Grade: Earth Science or Environmental Science (2-year cycle)

8th Grade: Earth Science or Environmental Science (2-Year cycle)

English: Grammar & Vocabulary

6th – 8th Grades

Literature:

6th Grade: Essential Questions and Units below

7th Grade: Essential Questions and Units below

8th Grade: Essential Questions and Units below

World Studies (History)

6th Grade: Ancient History

7th Grade: World Geography

8th Grade: American History

Enrichment Courses:

Health & Wellness: This is a physical education and health course required of all students. They meet two times a week. These classes are gender specific. Beginning in sixth grade all physical education and health courses are divided by gender.

Art

General Music Theory

Choir

Introductory to Spanish (8th Grade)

Additional Activities

Middle School Challenge: Salem Christian School recognizes that Middle School age is dominated by peer relationships and a time of change physically, emotionally, and socially. We use the Middle School challenge as a conduit to address these challenges typical to middle schoolers. Each year, developed around the annual theme, the students are challenged as teams and individuals to grow into godly young women and men.

Academic Records

As you're preparing for college, you'll learn that there are many factors that help college admissions staff learn more about you. Your transcripts, report cards, application, college essay, SAT or ACT scores and GPA show these admissions counselors what your abilities, interests and skills are so they can decide if you're a good fit for the college.

Transcripts

Your high school transcript, which shows your high school grades, classes and GPA, will most likely be the first piece of information a college admissions officer will review. This complete record of your coursework, grades and credits provides concrete evidence of whether you're prepared to attend a particular college or not.

When planning for college, you must keep this in mind as you take classes, study and later get grades -- the work you put into it will directly impact your ability to get into colleges. Your academic transcripts will show admissions counselors how hard you work, what areas you excel in and which major or type of degree might be best for you. Obviously this is in conjunction with the other elements of your application, but now you can see how important a transcript is in the application process.

Your Salem Christian School transcript draft is supplied to you each spring during course selection. You should use this to check for any potential errors and continue to plan for your future course selction throughout high school. The content (ie: GPA) of a transcript will only reflect courses that you have completed. An official transcript can be requested at any time, assuming your financial obligations are current.

Transcripts include:

- Personal Demographics (Name, address, date of birth, etc...)
- Academic Standing (Ranking, GPA, graduation date)
- Grade level accomplishments (Course name, course department, grade, and credits)
- Credits earned by department
- Standardized/ College Board Scores
- Authentication (Signature, Date, and Embossed Seal)
- Transfers are delineated by (T)
- Dual Enrollment is deineated by (DE)

Grade Reports

Your grades are always current and available within the student portal. You should be diligent in monitoring the grades that are posted. This is the source of all official documents. Additionally, the grade report is used to confirm courses that are not present on a transcript. This is important when applying to schools for early admission and after acceptance. Colleges typically request a senior's final grade report and transcript at the end of the school year before matriculation into their program. It is wise to print a copy or save the electronic file when they are released by the school.

High School

Grade Point Average

A grade point average (GPA) is a calculated average of the letter grades you earn in school following a 0 to 4.0 or 5.0 scale. Every semester, you'll receive a GPA based on the grades for credits that you have completely earned during that semester. Some courses are year-long courses. These courses will be calculated upon the year-end when they are completed. Throughout high school, you'll also maintain a cumulative GPA, which is an ongoing average of all your semester one and two grades beginning with freshman year.

When you apply to colleges, they'll receive a copy of your transcript featuring your current cumulative GPA. Colleges use this number to measure your overall performance in school and compare you to other prospective students. The difficulty of the course is represented by a weighted GPA. General College Preparatory courses are at the 4.0 scale, Honors Courses are a 4.5, while dual college-level enrollment use the 5.0 scale. This GPA will be used to determine ranking and is located on your transcript.

Colleges use this number to measure your overall performance in school and compare you to other prospective students.

Your GPA is important for your future because:

- Even before college, your GPA can determine whether or not you're eligible to take honors courses or dual enrollment courses.
- For admission, prospective colleges consider both your GPA and your class rank, which is determined by your GPA. So the higher your GPA, the better your chances are of getting into the college of your choice.
- Your GPA is a major consideration for both academic and athletic college scholarships as well as financial aid.

Class Rank

Definition of Class Rank:

According to the College Board, "Class ranking is a mathematical summary of a student's academic record as compared with other students in her class." This would be true at SCS as well.

Salem Christian School uses your GPA compared to those of other students, with the highest GPA's ranking among top of the class. This is reflected in the class ranking and assignment of valedictorian and salutatorian.

Importance of Class Rank:

In recent years, the importance of class rank has come under fire. Although it was once considered an important factor for college admissions, it has less of a priority today. But, it is still an important factor that should not be easily dismissed. Being in the top percentage of the class has become more important. In fact, according to the National Association for College Admission Counseling, 40 percent of high schools across the nation have kicked class rank off transcripts or simply don't provide it to colleges at all. Salem Christian School still does, because it is requested by many colleges. We do not tailor transcripts to cater to individual colleges or student requests.

GPA Scale

Letter Grade	Point Range	General Course GPA	Honors Course GPA	AP/Dual Enrollment GPA	Honors GPA
A+	97-100	4.0	4.50	5.00	High Honors
A	93-96	4.0	4.50	5.00	High Honors
A-	90-92	3.67	4.17	4.67	Honors
B+	87-89	3.33	3.83	4.33	Honors
B	83-86	3.00	3.50	4.00	Honors
B-	80-82	2.67	3.17	3.67	
C+	77-79	2.33	2.83	3.33	
C	73-76	2.00	2.50	3.00	
C-	70-72	1.67	2.17	2.67	
D	60-69	1.00	1.00	1.00	
Failing	0-59	0	0	0	

Block Scheduling

Salem Christian School grades 9-12 operate on a modified block schedule that are semester based. Purposefully, Bible is the only course by policy that is required to meet throughout the year. Most courses meet for a single semester; however, mathematics is accompanied by Math Lab. The Math Lab meets in the off semeseter requiring the student to keep his or her math skills sharp and providing for opportunities to engage math reasoning and skill application in a more comprehensive and project-based manner. Students will find that generally there are only two core required coures per semester, allowing for a better focus on the core academic courses.

There are many factors that influence what happens in schools, but few are as influential as the use of time. The scheduling of school time dictates how the days, weeks, and years are organized, such that everything we do has a designated time limit. Time determines class schedules, structures the curriculum, influences teaching, and shapes the interactions between teachers and students. School time regulates our comings and goings and even influences our family vacations.

Block scheduling organizes the day into fewer 83 minute class periods to allow flexibility for instructional activities. The expressed goal of block scheduling programs is improved student academic performance due to longer on-task periods with less interruptions. Some other rewards of this program is heightened student and teacher morale, encouragement for the use of innovative teaching methods that address multiple learning styles, and an improved atmosphere on campus. In fact, in a national survey on high schools, Cawelti identifies block scheduling as one of the primary indicators of beneficial major restructuring. (Cawelti, 1994). Because we understand this and desire an interactive and inquiry based instruction, Salem Christian School provides ample blocks of instructional time so that the teacher can effectively apply best practices in instruction.

National Honor Society

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students who have demonstrated excellence in the areas of scholarship, leadership, service, and Christian character.

Students must apply to be accepted into the Salem Christian School NHS Chapter. NHS members tutor students, design and complete Service Projects, and provide hospitality at Parent/Teacher Conferences and Open House events.

Induction for the National Honor Society happen in the fall of each year. Information and invitations will precede the actual review of each applicant.

MEMBERSHIP REQUIREMENTS

- At least a 3.50 GPA at the end of the sophomore year
- Active participation in SCS clubs or sports
- No significant disciplinary history or attendance issues
- Completion of the NHS application
- Approval by faculty advisors
- Full compliance with the NHS Constitution and Salem Christian School NHS Chapter bylaws

Course Selection:

The courses you select during high school are important factors in college acceptance. The admissions counselors look for students who are well rounded and have not shed away from the rigorous coursework in order to boost their GPA. Moreover, they are looking for a student who challenges himself or herself. In fact, this is especially important during the senior year. Beginning and finishing strong is important to college admission workers.

Scheduling

Each 8th-11th grade student will receive a personalized course selection form indicating the courses for which they are approved, courses that are recommended for them, and/or courses they are required to take the following academic year. Be sure to choose classes that are required for graduation. You should reference the transcript that is supplied each spring. During the scheduling seminar be sure to ask questions and be prepared to make wise choices. Additionally, keep in mind that there is a drop/add period for each course. Please refer to the Parent/Student Handbook for more details.

COURSE LIST & REQUIREMENTS

DEPARTMENT	MIN CREDITS REQUIRED	COURSES		PRE-REQUESITES
MATHEMATICS	3			
		ALGEBRA 1	1	
		GEOMETRY	1	ALGEBRA 1
		HONORS GEOMETRY	1	ALGEBRA 1 OR 2 (83)
		ALGEBRA 2	1	ALGEBRA 1
		TRIGONOMETRY	1	ALGEBRA 2 (73)
		HONORS CALCULUS	1	TRIGONOMETRY (83)
		HONORS STATISTICS 1	0.25	ALGEBRA 2 (83)
		HONORS STATISTICS 2	0.25	HONORS STATISTIC (73)
		CONSUMER MATHEMATICS	1	
SCIENCE	3			
		BIOLOGY	1	
		CHEMISTRY	1	
		FORENSIC SCIENCE	1	
		ANATOMY AND PHYSIOLOGY	1	
		HONORS ANATOMY AND PHYSIOLOGY	1	3.0 GPA
		HONORS PHYSICS	1	TRIGONOMETRY (73)
COMMUNICATIONS	0.5			
		COMPOSITION	0.25	
		HONORS WRITING LAB	0.25	3.0 GPA
		SAT PREP	0	(PASS/FAIL)
		SPEECH	0.25	
		JOURNALISM	0.25	
		HONORS COMMUNICATION	0.25	3.0 GPA
LANGUAGE /LITERATURE	4			
		ENGLISH/STANDARDS IN LITERATURE	1	
		ENGLISH/ INTERPRETIVE LIT	1	
		ENGLISH/AMERICAN LITERATURE	1	
		HONORS AMERICAN LIT	1	3.0 GPA
		ENGLISH/ BRITISH LITERATURE	1	
		HONORS BRITISH LIT	1	3.0 GPA
BIBLE	4			
		ACTS: THE EARLY CHURCH	1	
		GOSPELS: COMPARATIVE STUDY	1	
		APOLOGETICS	1	
		MARRIAGE AND FAMILY	0.5	
		WORLDVIEW	0.5	

DEPARTMENT	MINIMUM CREDITS REQUIRED	COURSES		PRE-REQUESITES
WORLD STUDIES	4			
		US HISTORY	1	
		GOVERNMENT	1	
		WORLD HISTORY	1	
		MODERN EUROPEAN HISTORY	1	
		HONORS ECONOMICS	0.5	3.0 GPA
WORLD LANGUAGES	1			
		SPANISH 1	1	
		SPANISH 2	1	SPANISH 1
		SPANISH 3	1	SPANISH 2
PE/ HEALTH	2			
		HEALTH AND WELLNESS	0.50	
FINE ARTS	1			
VISUAL ARTS	0.5	COLOR THEORY AND ART APPLICATION	0.25	
		DRAWING AND PAINTING	0.25	
		3D ART	0.25	
		FINE ART APPRECIATION	0.25	
		FILM STUDIES	0.25	
		HONORS ART PORTFOLIO	0.25	
MUSIC	0.5	GENERAL MUSIC	0.25	
		ENSEMBLE (CHORAL OR INSTRUMENTAL)	0.25	
		PRAISE TEAM	0.25	AUDITION/APPLICATION
PERFORMING ARTS		PUPPETRY	0.25	
		DRAMA	0.25	
TECHNOLOGY	.5			
		PRINCIPLES OF PRESENTATION	0.25	
		DATA MANAGEMENT	0.25	
		COMPUTER STRUCTURES	0.25	
		WEB DESIGN	0.25	
		HONORS PROGRAMMING	0.25	
		INTRO TO ENGINEERING GRAPHICS	0.25	
GENERAL ELECTIVES	1			

24 TOTAL CREDITS

Dual Enrollment

Purpose:

To extend opportunities and enrich the educational experience for our students. The intent is not to replace any Salem Christian School (SCS) courses taught, but rather it is intended to enhance the students' academic portfolios.

Salem Christian School considers a student dually enrolled when he or she is earning Salem Christian High School credits through a college or university. Salem Christian School reserves the right to approve any and all courses that are considered dual enrollment. Currently, SCS has an agreement with Lehigh Carbon Community College (LCCC). This agreement provides students with LCCC dual enrollment courses that Salem Christian School will transfer in as dual enrollment courses. The dual enrollment course(s) does not necessarily represent the views of SCS. Additionally, SCS makes no claims of quality or contents. The course(s) is at the discretion of the parents and student. Salem Christian School is only facilitating the ease of earning college credits while in High School.

The following are requirements of a dual enrollment course:

School Relationship/Requirements:

- SCS must have access to grades and the ability to request information from the dual-enrollment college/ university and its agents/professors.
- Advanced courses only receive dual enrollment credits and corresponding quality points weighting.
- A student must hold a cumulative 3.0 or greater to be eligible for dual enrollment (college level courses).
- All courses must be pre-approved for acceptance by the administration.
- SCS limits the student's ability to fully transfer dual enrollment course to 1 course per semester, limiting it to 3 courses per school year in weighted . More than three dual enrollment credits will be transferred and placed on the transcript, but will not be calculated within the GPA.n
- To opt-out of the program, a student will be required to notify Salem Christian School in writing, signed by parents, and within the drop/add time allotment. Transcripts will record the course with the appropriate distinction of the withdrawal/pass or withdrawal/fail after the drop/add date.

Coursework and Reporting:

- Although SCS facilitates within its ability, the arrangement is the student's and parents' full responsibility. This applies to the course and all the other requirements, including, but not limited to fees, access, and academic requirements.
- Grades from the course must be submitted within the pre-approved time limits in order to receive SCS credits and the corresponding weighting of quality points.
- SCS will assign the grade and quality points that correspond to the grade that is assigned by the dual-enrollment college/university. Any questions about the grade received will be directed to the college/ university liaison. No exceptions will be made. This will include but not limited to Withdrawal Passing, Withdrawal Failing, and any other grade assigned by the college/university.

Non-Graded Required Courses

There are two types of non-graded required courses: no grade given and pass-fail. These courses contain items that are vital to a students progress, but do not fall within a particular course's curriculum. Because the content of these non-graded, but required courses are deemed important they are a pass/fail consideration. The pass/fail is generally determined on the completion of the activities/assignments.

SAT Prep

Each school year, SCS offers SAT preparation courses. This course usually takes place in the first semester of the Junior year of high school. This course covers test-taking strategies to prepare students to take the SAT test, as well as other standardized tests. Classes usually meet once a week for a block in a semester. The course reviews English and mathematics. Each student receives a SAT workbook as part of the course. All students are required to take this non-graded and pass-fail course.

Junior Seminar

This course is a guidance related course. This course generally occurs during the second semester of the school year. The Junior Seminar is a dedicated weekly time for juniors to work through the guidance curriculum (see the guidance handbook). These students will be guided through the Naviance system and the curriculum that is highlighted in the Academic Guidance Handbook. Additionally, some local Christian college visits may be coordinated. The purpose of the course is to provide juniors the needed guidance as they prepare for college and life beyond high school.

Senior Seminar

The senior seminar course is designed to assist the twelfth grade student transition from high school to college and the after high school years. This curriculum involves activities and exercises designed to aid the student in achieving their academic, career, and future goals. This is particularly true of college bound students. Additionally, the seminar involves guests from various careers giving guidance and insight into the many life-callings that are available to them. The students are challenged to consider their next step in light of God's desire for them and how they are to impact the world with Truth.

Mathematics

Mathematics Department Overview

Philosophy of Mathematics Instruction

The foundational belief of all math instruction at Salem Christian School is that math is essential to daily life. It is increasingly more important in any profession that a student may be called to do. In order to be a good citizen and a good steward, a person must know how to critically think mathematically. The student must be proficient in the language of math in order to flourish.

The Purpose of Mathematical Instruction is to demonstrate the orderliness, precision and consistency of God. The understanding and practice of mathematical concepts enhances our understanding or expressions in other areas of life as described below.

Being that our God is a God of reason and logic, it is man's responsibility to use the number system completely and effectively for His glory. In addition to reason and logic, God's creative use of symmetry and patterns requires mathematical understanding in order for man to appreciate and replicate.

Mathematics students are engaged in active learning to enhance their learning experience. Through differentiated instruction methods, students are taught in a way most beneficial for them to achieve mastery of the topics covered. Whole group instruction, hands on learning activities, cooperative learning exploration and individual practice and assessment all contribute to the student achieving mastery in mathematics. The goal of the math curriculum and teachers is to develop the critical thinking skills of the student so that they can apply their knowledge to real world situations as they advance through the mathematics program.

INSTRUCTIONAL GOALS

The overall goal of mathematical instruction in seventh through twelfth grade is for the student to demonstrate the ability to perform and apply advanced mathematical functions and problem solving skills. Through studying various mathematic disciplines, students are given the opportunity to broaden their range of problem solving abilities to real world problems.

TEXTBOOK AND RESOURCES

Interactive Whiteboard

Calculators

Algebra I: Prentice Hall

Algebra II: Prentice Hall

Geometry: Prentice Hall

Trigonemtry: Prentice Hall

Calculus: Prentice Hall

Comsumer Math: BJU Press

Course Offerings

Algebra 1

Algebra provides the foundation of future Mathematics classes. Basic Pre-Algebra skills are reviewed before learning new content. The beginning of the course focuses on solving equations and inequalities, which leads to identifying and graphing functions. After these topics, students will explore slope, systems of equations and inequalities, probability, Pythagorean Theorem, and data representations. A scientific calculator is required (TI preferred).

Geometry

Geometry seeks to develop reasoning skills through the logical study of geometric figures and their properties. The course emphasizes deductive reasoning and proofs. Students will explore parallel and perpendicular lines, triangles, polygons, polyhedrons, circles, area, surface area, volume, and similarity as well as proportions. Previously acquired Algebra skills will be applied when solving geometric equations. A scientific calculator is required (TI preferred).

Honors Geometry

Honors level courses have higher expectations, more class work and moves at a genrally faster pace. Geometry seeks to develop reasoning skills through the logical study of geometric figures and their properties. The course emphasizes deductive reasoning and proofs. Students will explore parallel and perpendicular lines, triangles, polygons, polyhedrons, area, circles, surface area, volume, and similarity as well as proportions. Previously acquired Algebra skills will be applied when solving geometric equations. In addition to the academic Geometry, Honors Geometry also incorporates coordinate geometry and provides challenging questions to test the students' critical thinking abilities. A scientific calculator is required (TI preferred). (Algebra 1 or Algebra II with an 83)

Algebra II

Algebra II consists of a review of Algebra I skills including solving equations, graphing functions, and solving systems of equations. The course then goes on to cover quadratic equations, polynomials, radicals, and exponential and logarithmic equations. Students will be introduced to imaginary numbers, learn to graph different types of functions and their transformations, and develop reasoning skills as they apply their mathematical skills to real world situations. Students in the higher track will additionally cover rational functions. A TI-83 Plus or TI-84 calculator is required.

Trigonometry

In this course, students will extend their Algebra II skills by exploring triangles including their angles and different types of triangles. Trigonometric functions and the Unit Circle are introduced in the beginning of the course for further investigation and application throughout the class. Graphing and different formulas are used to solve various problems relating to different triangles. A TI-83 or TI-84 calculator is required.

Honors Statistics I

Statistics introduces students to the basics of statistics including data classification, data collection, and experimental design. The course then goes on to descriptive statistics where students learn different ways to represent, display data, and interpret data. Students also learn probability. A TI-83 Plus or TI-84 calculator is required.

Honors Statistics II

Statistics II is a continuation of Statistics I using the same text. Distributions, including discrete probability distributions and normal probability distributions, are covered. A TI-83 Plus or TI-84 calculator is required.

(Prerequisite Honors Statistics I)

Honors Calculus

Calculus studies the branch of mathematics that deals with rates of change in continuous and varying quantities. This course will cover limits, continuity, differentiation, and integration. We will also explore the applications of derivatives and integrals. This is the highest branch of mathematics offered at Salem. A TI-83 Plus or TI-84 calculator is required. (Prerequisite 73 Honors Level or 83 College Prep Level)

Consumer Math

This course focuses on real-world Mathematics applications. Throughout this course, students will develop thinking and reasoning skills, problem-solving abilities, and speed and accuracy in computation. Specifically, students will learn how to create a budget, balance a checkbook, sign up and pay for loans and mortgages. A scientific calculator is required (TI preferred).

Math Labs

During the semesters that students do not have a math course, students will be taking a math lab course with the rest in their grade level. The courses focus on keeping students active in their various mathematical skills in addition to monitoring mastery of the required standards and goals.. Activities may range in topics from Pre-Algebra to Algebra II as well as Geometry based on grade level and previously completed mathematical courses. A scientific calculator is required (TI preferred).

Science

Science Department Overview

Philosophy of Science Instruction

All instruction at Salem Christian School is based upon the foundational belief that the Bible is the inspired Word of God, and therefore science instruction is a pursuit of truth using the instruments we are afforded. Students will further their knowledge of God through observation and study of His creation and the laws that govern it and ultimately, students will develop and defend their Christian World View. The science program provides the necessary background and skills from which students can become scientifically literate in order to make responsible decisions.

Science classes provide hands-on experiences, emphasizing inquiry and laboratory methodology. Students are encouraged to be critical thinkers and to apply their knowledge in problem solving.

We believe the following biblical themes are essential for study in the science curriculum:

1. Time, space, and matter came into existence in an instant from nothing (ex nihilo). (Genesis 1:1; Colossians 1:16,17)
2. Of all life created, man is God's ultimate Creation, having been created in His image. (Genesis 2:7)
3. Mankind was designed to be responsible for nature and to have stewardship over all living things. (Genesis 1:26,27)
4. The earthly world that we live in is orderly and abides by laws designed for the good of mankind and all living things. (Romans 1:20; James 1:17)
5. Life only comes from life in God's design and there is a genetic continuity to life. (Genesis 1:11-12, 1:20- 22)
6. The universe as we know it has fallen into decay and, according to the Second Law of Thermodynamics, matter and life are devolving rather than improving and becoming more orderly. But, in due season, all will be made whole again. (Romans 8:22; 2 Peter 3:4-9)
7. Therefore, the earth and its resources are finite. (2 Peter 3:10-11a)
8. In order to demonstrate the love of Christ we should be seeking to improve the quality of life for people through improvements and application of science and its technologies, allowing us to fulfill the great commission. (Matthew 28:19-20)
9. As Christians, we should be able to defend the biblical standpoint on scientific issues using both biblical and scientific evidence in order to support our position in a way that glorifies God and draws people to Him. (1 Peter 3:15)

INSTRUCTIONAL GOALS

The instructions goal of the science department is for students to deepen their relationship with God through appreciation and knowledge of His creation and to be able to apply scientific methodology.

Text and Resources

Bible
interactive whiteboard,
lab equipment, internet
microscopy, preserved specimens
e-links
computer simulations
Biology: BJU Press
Chemistry Applications: Glencoe
Essentials of Human Anatomy and Physiology: Marieb
Various primary and secondary documents

Course Offerings

Biology

This course is designed to introduce students to concepts of living organisms at a college preparatory level. Study begins with scientific inquiry, the structure and function of cells, and then continues with the comparison of living things, energy transfer, heredity, eugenics, and the origin of life. Through classroom studies and laboratory experiences, students learn scientific methods, use critical thinking and problem-solving skills to gain a more thorough understanding of God's creation. Laboratory investigations are a vital component of the curriculum and some dissecting of preserved specimens is included. Throughout the course, students are continually shown the majesty and complexity of God's creations. This course is taught in conjunction with Biology Lab.

Chemistry

Using the periodic table as a foundation, this college preparatory class provides extensive problem solving and laboratory experiences for the understanding of the properties and behavior of matter. Studies include atomic theory, energy transformations, stoichiometry, bonding, quantum theory, acids/bases, and properties of gases, liquids, and solids. Students will participate in a variety of inquiry and laboratory activities that incorporate scientific reasoning, analysis, communication skills and real-world applications. This course is taught in conjunction with Chemistry Lab.

Prerequisite: Physical Science; Recommendations: TI-30XA,TI-83PLUS or TI-84 calculator; 1.0 credit

Forensics

This course is an introduction to forensic science. It incorporates several branches of science including physics, chemistry, biology, anatomy, geography, psychology, criminology, and sociology. This semester course includes experiments, projects, case studies and the incorporation of technology. Major topics include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, hair, fibers, and paint, toxicology, arson and explosion investigations, serology, DNA, fingerprints, firearms, and document analysis. The main focus of this course will be to emphasize the evidential value of crime scene and related evidence and the services of what has become known as the crime laboratory. This course combines basic theory and real laboratory experiments, creating an experiment based situation for the better understanding of the students.

Anatomy and Physiology

This class is for 12th grade students is designed to develop an appreciation for how perfectly God has designed the human body. The course is intended to give students planning to major in biology, health or health-related professions an understanding of the structures, functions, and pathologies of the human body. It is intended to provide students with knowledge that will enable them to make informed judgments and appropriate decisions about their bodies from a Biblical perspective. Through lecture, laboratories, dissections and activities while utilizing the scientific method in approaching and solving problems, the course stresses anatomy as interesting, practical and relevant for everyone. A systematic study begins at the cellular level and progresses through integument, skeletal, muscular, nervous, lymphatic, digestive, urinary, and reproductive systems.

Honors Anatomy and Physiology

Honors level courses have higher expectations, more class work and moves at a genrally faster pace. This class is for 12th grade students is designed to develop an appreciation for how perfectly God has designed the human body. The course is intended to give students planning to major in biology, health or health-related professions an understanding of the structures, functions, and pathologies of the human body. It is intended to provide students with knowledge that will enable them to make informed judgments and appropriate decisions about their bodies from a Biblical perspective. Through lecture, laboratories, dissections and activities while utilizing the scientific method in approaching and solving problems, the course stresses anatomy as interesting, practical and relevant for everyone. A systematic study begins at the cellular level and progresses through integument, skeletal, muscular, nervous, lymphatic, digestive, urinary, and reproductive systems. This is an Honors class due to the level of expectations and projects.

Prerequisite: Biology; Taught in conjunction with Anatomy & Physiology Lab

Honors Physics

This college preparatory class provides extensive study of matter and energy and how they are related. Topics of study include forces, kinematics, Newton's laws, universal gravitation, thermodynamics, electricity, mechanics, electromagnetic spectrum, and electricity. Laboratory techniques using scientific methodology, algebra and trigonometry are conducted to help students better understand the world and the laws that govern the physical phenomena in God's creation, making this course ideal for students desiring to major in science, engineering, or math. Recommendations: TI-30XA,TI-83PLUS or TI-84 calculator;

Prerequisite: Trigonometry

Communications

Communications Department Overview

Composition and speech instruction are included within the typical daily English classroom and also function as separate workshop classes once a week. In the daily English classroom, the lower grades reinforce typical essay structure as extensions of their grammar instruction and as responses to their literature. Lower grades also explore word choice and sentence structure as well as creative writing forms, including the short story and poetry. A ninth grade composition and tenth grade writing workshop course lays the groundwork for organized and specific essays and creative compositions with an emphasis on writing as an ongoing process. The tenth grade Honors composition course offers more complex, college preparatory writing, including research supported compositions like a problem and solution essay and creative pieces like a reflective essay, a biographical piece, and a short drama piece.

Philosophy Of Communication Instruction

Every believer is called to share the Gospel. And, this human directive is at the heart of everything at Salem Christian School. We are firmly convinced that it is imperative that our students know how to communicate well in order to be effective in sharing the Gospel and Truth. Additionally, in order to have leaders who are change agents in our culture for the sake of Christ in any vocation, they need to be strong communicators. For the aforementioned reasons and more, we offer a wide range of communication courses at basic and honor levels.

Instructional Goals

In speaking and presenting content, students will be prepared to present coherent and engaging written or oral presentations that are well-rehearsed and developed.

Text and Resources

A Speaker's Resource: Listener-Centered Public Speaking, sample speeches (website)

History Channel Famous Speeches (website)

Internet Archive, Presidential Recordings (website);

American Rhetoric, Top 100 Speeches (website)

Course Offerings

General Composition

God continues to communicate through His written word, showing that physical words are extremely important. Because of these realities, a proper study of using words is absolutely necessary. This class will focus on preparing students for upper level writing by composing pieces of writing that are coherent, clear, and are worth their weight. Composition will cover the Writing Process, Effective Paragraphs and Essays, Effective Sentences, Writing Tips, and seven modes of writing. Through the course of the class, students will develop a writing notebook consisting of their tips and strategies for writing effectively.

Honors Writing Lab

This class focuses on developing critical and creative thinkers and writers who are prepared to communicate their ideas in a coherent and compelling fashion using their own distinctive voice. This class emphasizes college-preparatory writing and is geared toward students who achieve a consistently high academic rating in their subsequent English classes. Classes will cover analytical methods, interpretive writing, creative pieces, and research methods to under-gird each area of composition.

Speech

Through this workshop, students will learn and implement the principles of professional speaking, including the development of a presentation and the techniques of presentation. Students will prepare several major speeches, such as narrative, persuasive, and devotional. Students will hone their presentation method through some smaller speeches, speech evaluations, and one public speech.

Journalism

Journalism, often called School News, is comprised of writing feature articles for newspapers, magazines or other media; specialized reporting and writing techniques. This course is primarily responsible for publishing a student created School Newspaper.

Honors Communications

Honors communication is an advanced speech and writing course. This course will challenge the student to advance their writing and communication beyond the basic level. The student will write several works representing many genres and learn to present those pieces in the most powerful manner.

English and Literature

English Department Overview

Philosophy Of English and Literature Instruction

The foundational belief of all English language instruction at Salem Christian School is that the English language is not only the predominate language within the United States, but also the major commerce language in the world. The student must be proficient in English communication in order to flourish. This proficiency enables the individual to proclaim the Gospel and engage the world.

The English Language Arts Program at Salem Christian School is founded upon Scriptural examples and models of communication as a whole, which includes every facet of the created ability to communicate, including reading, writing, and speaking. By developing these skills, students are enabled to interact relationally with other people and God, thus being able to discern His truth and will. Through comprehensive study and practice of these skills in our program, students may then be able to process both the spoken and written word and then impact their world with incisive and clear communication for any forum.

The High School (grades 9-12) English Language Arts program functions with both traditional lecture and non-traditional workshop approaches. Within each facet of the subject, including literature, composition, speech, and vocabulary, a variety of instruction is implemented to appeal to the diverse learners in the classroom.

Our general classroom uses both teacher-led note taking and lecture approaches as well as student-led study and discussion to enhance listening and note taking skills as well as independent learning. Within the course of each unit, students study complex classical pieces and respond to their reading through discussion, writing, and creative reflections. Students are led to express their learning in a variety of modes to appeal to the multiple intelligences as well as strengthen their expressive communication skills.

Across the high school grades, a research component is embedded within our instruction. In the lower high school, a shorter research paper and a multimedia research project is implemented. Students are taught the foundations of research through direct instruction over several class sessions that span a unit. Areas such as choosing a topic, finding reliable sources, determining pertinent facts and quotations, citing sources, drafting a long piece, and final revision and editing are all touched upon in a workshop fashion, with teacher-led instruction and workshop projects as practice. In the upper high school, a longer research project is assigned, with the senior class preparing a cross-curricular project for both English and their Worldview class. Students are reinforced in their understanding of the research process through several workshop classes that refresh and stretch their ability to conduct research. Rather than the lower grades' condensed instruction, the upper levels have a longer sustained project that spans the length of the course and requires benchmark submissions to both ensure their progress and enforce their concept of time-management for larger projects.

Instructional Goals

Writing: In writing, students will be able to edit and revise various writing and compose coherent texts, including responsive, analytical, and creative pieces. Students will be able to write using typical essay order.

Reading: In reading, students will be able to interpret complex texts and analyze various genres and forms of literature and then apply that to their lives and their world.

Vocabulary: In vocabulary, students will acquire and utilize an expansive vocabulary for both college and professional use as well as be able to decipher unknown words when they come upon them.

Grammar: In grammar, students will understand how to edit sentences and use a variety of sentence structures.

Communication: In speaking, students will be prepared to present coherent and engaging oral presentations that are well-rehearsed and developed.

Research: In research, students will be able to look for credible and appropriate sources to support a view, analyze a topic, or answer a question. Students will be able to clearly document all sources used using parenthetical citations and a works cited page.

Text and Resouces

Vocabulary Series: Sadlier, William H., ed. Vocabulary Workshop, Level D. NY: William H. Sadlier, Inc., 2012.

Grammar & Writing: Sadlier, William H., ed. Grammar for Writing: Level Blue. NY: William H. Sadlier, Inc., 2007.

Literature Standards: Prentice Hall Literature, Grade 9. Upper Saddle River, NJ: Pearson, 2007.

Interpretive Literature: Prentice Hall Literature, Grade 10. Upper Saddle River, NJ: Pearson, 2007.

American Literature Prentice Hall: The American Experience. Upper Saddle River, NJ: Pearson, 2007.

British Literature: Prentice Hall: The British Tradition. Upper Saddle River, NJ: Pearson, 2007.

Research:
- Writing a Research Paper (Sadlier-Oxford)
- MLA Handbook, 6th and 7th Editions

Novels:
Grade 9 – To Kill a Mockingbird, Animal Farm

Grade 10 – The Lord of the Flies, Night

American Literature – The Red Badge of Courage, The Scarlet Letter, My Antonia, The Great Gatsby

British Literature – Frankenstein

Videos:
Grade 9 – To Kill a Mockingbird, The Secret Life of Walter Mitty (1947), Romeo and Juliet (1968)

Grade 10 – The Lord of the Flies(1963), Julius Caesar (1953)

American Literature – The Red Badge of Courage (1951), The Scarlet Letter (1926)

British Literature – Macbeth (1979)

Course Offerings

British Literature

From the epic of Beowulf to the Modern poetry of T. S. Eliot, this chronological study of British Literature will take students to the events, people, and ideas that affected this literature as well as to the diverse forms that have been an outcome of these influences. Students will be studying works from the Prentice Hall British Literature textbook as well as reading a few classic British novels. Throughout this study of literature, we will be honing our writing skills. As for grammar, we primarily will be refining our writing skills as well as reviewing the correct rules of usage. Our writing and projects will consist of well-developed essay responses to our reading, small presentations, a speech project, a research paper, and various forms of creative writing, such as poetry writing. For seniors, a cross-curricular research project will be prepared in conjunction with the Worldviews class. Vocabulary will also be studied using words taken from weekly reading as well as word roots and spelling strategies.

Honors British Literature

Honors level courses have higher expectations, more class work and moves at a genrally faster pace.

From the epic of Beowulf to the Modern poetry of T. S. Eliot, this chronological study of British Literature will take students to the events, people, and ideas that affected this literature as well as to the diverse forms that have been an outcome of these influences. Students will be studying works from the Prentice Hall British Literature textbook as well as reading a few classic British novels. Throughout this study of literature, we will be honing our writing skills. As for grammar, we primarily will be refining our writing skills as well as reviewing the correct rules of usage. Our writing and projects will consist of well-developed essay responses to our reading, small presentations, a speech project, a research paper, and various forms of creative writing, such as poetry writing. For seniors, a cross-curricular research project will be prepared in conjunction with the Worldviews class. Vocabulary will also be studied using words taken from weekly reading as well as word roots and spelling strategies.

Prerequisite: British Literature, 3.0 GPA

American Literature

Beginning during the time of the Native Americans and the first European settlers, this class takes a chronological view of American literature, looking at the various people, events, and ideas that have influenced American Literature as well as the diverse forms American literature has taken. We will be using a Prentice Hall American Literature Textbook as well as several novels. Throughout the study of literature, the class also studies grammar and writing. As for grammar, the class focuses on usage, the proper use of verbs, pronouns, and modifiers, and mechanics, the correct rules of punctuation, capitalization, and spelling. Writing and projects will consist of well-developed essay responses to reading, small presentations, a research paper, and various forms of creative writing, such as poetry writing. For seniors, a cross-curricular research project will be prepared in conjunction with the Worldviews class. Vocabulary will also be studied using words taken from weekly reading as well as word roots and spelling strategies.

Honors American Literature

Honors level courses have higher expectations, more class work and moves at a genrally faster pace. Beginning during the time of the Native Americans and the first European settlers, this class takes a chronological view of American literature, looking at the various people, events, and ideas that have influenced American Literature as well as the diverse forms American literature has taken. We will be using a Prentice Hall American Literature Textbook as well as several novels. Throughout the study of literature, the class also studies grammar and writing. As for grammar, the class focuses on usage, the proper use of verbs, pronouns, and modifiers, and mechanics, the correct rules of punctuation, capitalization, and spelling. Writing and projects will consist of well-developed essay responses to reading, small presentations, a research paper, and various forms of creative writing, such as poetry writing. For seniors, a cross-curricular research project will be prepared in conjunction with the Worldviews class. Vocabulary will also be studied using words taken from weekly reading as well as word roots and spelling strategies.

Prerequisite: American Literature 3.0 GPA

Interpretive Literature

In Interpretive Literature, students will be challenged to think, read, and write critically, practicing skills of analysis and discernment in their study of literature and writing. Students will begin by studying William Golding's Lord of the Flies, and then move on to studying and analyzing nonfiction. Students will then get into studying poetry and finish up with Shakespeare's Julius Caesar. Throughout this study of literature, students will be looking also at grammar and writing. Students will study foundational grammar and concepts such as proper use of mechanics (punctuation, capitalization, spelling) and other usage principles. In writing and presentation, students will be writing several essays, researching and presenting information orally, and creating poetry, among other writing and assignments. Vocabulary will also be studied using words taken from weekly reading as well as word roots and spelling strategies.

Literature Standards

The goal of Literature Standards is to develop a foundation for understanding and appreciating literature, including the vital terms and skills needed for studying literature. The class begins with a short story unit, reading classics by Poe, Thurber, and others. Later, students study Harper Lee's classic To Kill a Mockingbird. Finally, the class will study Shakespeare's famous tragedy, Romeo and Juliet. Other units may include additional novels, nonfiction, and poetry, pending time. Students will also look at fundamental grammar and writing, which are essential tools in communicating clearly and effectively throughout life. For grammar, students will study the proper use of mechanics as well as the use of phrases and clauses in order to craft effective sentences. For general communication projects, some projects will include writing various essays, learning how to document sources, crafting alternative endings to some of our reading, and practicing oral presentations (including an excerpt from Romeo and Juliet). Vocabulary will also be studied using words taken from weekly reading as well as word roots and spelling strategies.

World Studies

World Studies Department Overview

Philosophy Of World Studies Instruction

The foundational belief of the Social Studies instruction at Salem Christian School is the expression of biblical events. We believe the history of the nation and the world reveals God and His story is evident within the events of mankind.

We will be describing a number of specific goals or outcomes for the Social Studies curriculum. We need, however, to consider the overall purpose to reveal the plan of God through historical events. We see God (Reformation). We then relate these events and how they affect us today.

Long ago, as man fell in the Garden, the Lord promised redemption through a savior. From that point, Satan has attempted many different ploys to degrade the lineage promised in Eden. Throughout history, that theme has reared its head in seemingly unrelated events. It is the teacher's desire to show that history is the temporal act of the divine spiritual drama that culminates in Jesus Christ victory over evil. It becomes imperative that the teacher not only be a master of his/her area of study, but be a passionate student of the Word of God. A history teacher must be as learned as the Bible instructor. After all, is not the Bible history, and history, the Bible? There is nothing in the history of the world that has happened apart from the Word. Likewise, in an effort to express and defend our faith, it becomes necessary to learn what the worldview of a sinful and misdirected society believes. This is accomplished by learning about other cultures and their diverse sets of beliefs, morals, and values.

Text and Resources

United States History: Holt McDougal

United States Government: Holt McDougal

World History: Prentice Hall

Various videos

World and regional maps

Cultural displays and artifacts

Course Offerings

United States History: Civil War to Present

United States History offers a look into the development of the United States from the Civil War into the Twentieth Century. It is a continuation of History from America's earliest roots, through colonial times, the American Revolution and Constitution, Jeffersonian and Jacksonian democracy, and the rise of slavery.

United States Government

United States Government is a basic course offered to examine the fundamentals of the American Governmental system. Its survey includes the beginnings of our nation from the Constitutional convention of 1787-1789, and a basic history of our English governmental background. The study continues with an in-depth analysis of the three branches of government, along with the functions and processes of American Government.

World History

A survey of major world civilizations from Egypt to the High Middle-Ages created to study the development of past and present cultures, and the spread of beliefs and world views that permeate today's global society. The course also studies the origins and development of Islam and its effect on our society today.

Modern European History

This course is a continuation of World History, beginning with the Renaissance and Reformation. It requires a basic understanding of the themes taught in World History.

Honors Economics

This is a biannual introductory economics course. The students develop a basic economic perspective through the exploration of fundamental theories, principles, and models. Considering that this course is an overview, both macroeconomic and microeconomic concepts will be explored.

Bible

Bible Department Overview

Philosophy Of Bible Instruction

THE FOUNDATION OF BIBLE INSTRUCTION

The foundational belief of all Bible instruction at Salem Christian High School is that the Bible is the inspired Word of God (2 Tim. 3:16-17). We confess with the church throughout history that the 66 books of the Old and New Testaments are the very word of God to man. Therefore, the Bible is inerrant (without error) and infallible (incapable of error).

THE PURPOSE OF BIBLE INSTRUCTION

The Bible program, like no other discipline aids SCS in meeting its mission. Its focuses are on Godly character, Christian community, and personal spiritual development.

A strong Christian school program does not see the Bible as an isolated subject of religious dogmatism. Rather, it is infused into all subjects. However, this Bible instruction is a core subject of Salem Christian School. We trust that our Bible program will be the cornerstone of all of our instruction. Thus, we provide a spiritual environment where our students can participate in the unity and fellowship of the Christian community, learn about the gospel of Jesus Christ, and learn how it changes lives.

A proximate goal is the fulfillment of the Great Commission. “Jesus came and said to [his disciples], ‘We see that our assignment, as school, is primarily to prepare disciples to serve God and impact the world through Biblical thought and action. All authority in heaven and on earth has been given to me. Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, to the end of the age” (Matt. 28:18-20). Jesus here gives His church the charge to make disciples.

In summary, if our Bible instruction is going to use the Bible the way God intended it to be used, it will teach students the truth of the Word of God (“teaching”), point out their sins (“reproof”), call them to confess and repent of those sins (“correction”), and teach them how to live a righteous and godly life (“training in righteousness”). The outcome will be students who are brought to maturity and are ready to obey God in every area of their lives (“complete and equipped for every good work”).

At various times through the course of study at SCS, one or the other of these viewpoints may be more prominent than the others. That is, there may be class sessions, units of study, or even entire courses which will focus more on knowledge of content than on world views or on personal holiness. At other times, the development of a world view will come to the forefront; and at still other times, the emphasis will be on the development of a personal walk with Christ. But over the course of our Bible curriculum,

all three emphases will be maintained and developed, as essential to a proper study of the Bible.

THE FUNCTION OF THE CURRICULUM AND THE FUNCTION OF THE TEACHER

It is helpful to make a distinction between the Bible curriculum and the Bible teacher. The curriculum addresses what is taught, while an understanding of the teacher will address how it is taught. The curriculum is expressed through the teacher. Only a person who is convinced of the truth of the Gospel and subscribes to the message of the gospel can truly disciple the students. Therefore, the school will only employ those who are strong in their convictions and devoted followers of Jesus Christ. The souls of our students are too much to risk on mediocrity. The school heeds the Biblical responsibility of teachers (John 3:1). That being said, the focus of this statement of philosophy is on the curriculum itself. What is the content of our formal Bible instruction? When do we teach various aspects of Scriptural truth? Those are the questions which are addressed by this statement of philosophy.

The Bible teacher (as with all teachers) needs to establish and maintain an environment in the classroom which will allow and encourage students to ask questions openly and without fear. Many of our students may be woefully ignorant of Biblical teaching and they should experience the classroom as a safe place to get questions answered. The teacher needs to do this by being honest, winsome, and loving as he/she deals with student questions and concerns, and by assuring students that their grade will not be affected adversely by sincere, honest questions and even disagreements.

Instructional Goals

In order to organize our goals, it will be helpful to consider them under the three aspects content, world-view, and personal application. These last two will generally overlap with each other. As we learn to apply the Bible to our own lives, it will affect our views of the world, since it is we who live in the world; personal growth in becoming more like Christ will of necessity involve wisely applying the Word to any situation we face. Likewise, we cannot truly understand the world around us unless we are actually shedding the old self and put on the new.

It should be emphasized that these three areas of study (content, world views, and personal application) are not mutually exclusive. We want to make it plain that these are not goals in the sense of "guarantees," as if we could confidently say that every student will invariably achieve each of these goals. This is not true in any subject of the curriculum – we could not guarantee that every child leaving grade 1 will be reading at a certain level of proficiency, for example, since each child is unique and might not learn at the same rate as other students. It is even more true in the Bible class as we consider the more "spiritual" goals (such as manifesting the fruit of saving faith). That is brought about only by the working of the Holy Spirit, who works when and how He wishes. So these goals should be seen as ends toward which we work and pray. They are the desired outcomes for our students, and they direct the instruction in our Bible classes.

Text and Resources

Bible

Acts: The Early Church : BJU Press

Gospels: Bible

Apologetics: Christian Schools International

Love Your God With All Your Mind : J.P. Moreland

Various Primary Documents

Videos, Literature

Course Offerings

Chapel

Chapel and Discipleship Groups operate in tandem to promote spiritual growth in individuals through authentic and purposeful community with other believers. Chapel is a weekly time of corporate worship through song, prayer, and Bible teaching from SBC pastors, SCS staff, and outside speakers. The central focus is challenging students to consider how "the Gospel changes everything"—how Christ's death for our sins and resurrection from the dead, how His story of creation, fall, redemption, and reconciliation intersects their moment-by-moment lives.

Discipleship Groups

Chapel and Discipleship Groups operate in tandem to promote spiritual growth in individuals through authentic and purposeful community with other believers. "Discipleship Groups" are adult-facilitated, student-led small groups that meet once per week for Bible study, prayer, and activities. The central focus is challenging students to consider how "the gospel changes everything"—how Christ's death for our sins and resurrection from the dead, how His story of creation, fall, redemption, and reconciliation intersects their moment-by-moment lives..

Acts: The Early Church

What was the early church like? And how did His church develop throughout history?

The students are encouraged to learn what the original church was like and how God preserves His church through the ages. Additionally, there will be Bible study skills taught as the students read and study Acts, the Epistles, and applicable Bible passages.

The Gospels: Comparative Study

This course is an in-depth and comparative study of the four Gospels in the New Testament. Using Bible study skills and texts, the students will learn about what God wanted us to know

Apologetics

How do we support and defend the Christian faith? Students will be challenged to think through the faith and provide the apologetics of the faith They should be able to explain what they believe and why they believe the way they do.

Worldview

How should a Christian live/operate within a secular world? What philosophies are prevalent in the world today? How do these philosophies affect the Christian? How do we logically argue against or for the Christian distinctive within the constructs of our world? The students will develop an individual philosophical contextual framework of a Christian worldview in order to answer these posed questions. Additionally the student will be able to articulate logically their worldview, while simultaneously determining the fallacies of weak arguments they encounter.

Marriage and the Family

What are the characteristics of a healthy relationship? How does a Christian plan for relationships, marriages, and parenthood? Throughout this course, the students develop patterns that will enable them to build healthy relationships. These relationships can be of any type, but within the course these relationships are generally addressed within the construct of a family. But, the students are given ample opportunity to apply this outside of the marriage into dating and other relationships they may or may not encounter.

World Languages

World Language Department Overview

Philosophy Of World Language Instruction

In our modern society and the increase in globalization, knowing how to communicate in another language has become a vital part of any schooling program. Learning a language is no longer a luxury. It is an important skill in order to survive in the multi-diverse and global society of today. As we know, the world is becoming a global village. By learning a new language, students become aware of their place in the world from a more global reference point, learning how to communicate with others and view life differently. And, they can more effectively share the Gospel, which is at the root of everything this school aspires to do.

The goal of foreign language education is to prepare every student to be a contributing member of the global society and share the Gospel. It is the goal to help each student see their importance in the world and the importance of gaining knowledge of another language, so that they can contribute to the world community.

Understanding other languages leads people to the additional understandings of other perceptions through that language. As a result, students should know how wonderful it is to be bicultural. A teacher of Foreign Language is to use multicultural teaching to compare the facts between the native language and the target language. This meaningful and communicative production of language allows personal meaning to be transmitted through real-life simulations of context. An eclectic style of teaching with a strong support of methodology and technology is important. We desire the students, not only to understand the formalities of a language but, also to be able to function in a different culture.

In sum, the goal in the classroom is to create an atmosphere where students can take responsibility for their own learning by giving them the opportunity and the challenge to go beyond what they are learning in the classroom. The primary goal of the foreign language instructor is for students to feel comfortable and exploring what they really want to say in the language and culture rather than limiting themselves merely to what they have learned to say.

Text and Resources

Buen Viaje by McGraw-Hill

Course Offerings

Spanish 1

Students in Spanish 1 are introduced to the Spanish language. They learn vocabulary, conjugation of verbs in present tense and an introduction to verbs in preterite tense (past tense). Students learn to have basic conversations, to comprehend basic spoken Spanish, to read, and to write in Spanish. The students also have an opportunity to participate in a Spanish fiesta, as well as go to a Mexican restaurant. Another aspect of this course is to teach colors or numbers to a preschool or kindergarten class. During the second semester students are taught to pray in Spanish and learn Bible verses. Learning the countries and locations of the Spanish speaking world is also an important part of this course.

Spanish 2

Students in Spanish 2 continue to move beyond basic Spanish into more complex language structure, communication, and interpreting. More advanced vocabulary instruction in preparation for Spanish literature,communication, and translation. Conjugation of verbs in many tenses (preterit, imperfect, future, conditional, and imperative) is indicative of the advancement beyond the basics. They continue to practice listening and comprehension skills and reading, and writing in Spanish. They also complete an in-depth cultural project focusing on one Spanish speaking country. The students participate in a Spanish fiesta and go to a Mexican restaurant where they order in Spanish. The students have the opportunity to teach a preschool or kindergarten lesson. Praying in Spanish and learning Bible verses are an important part of this course, as well.

Spanish 3 (Independent Study)

Students in Spanish 3 learn to use and interpret advanced grammar , writing and literature comprehension skills. These courses are facilitated through an instructor but, are primarily within an independent study framework.

Fine Arts

Fine Arts Department Overview

Music

Philosophy of Music Instruction

The foundational belief of all Music instruction at Salem Christian School is that the music is to glorify God. We understand that music in itself is amoral. It is the motivation and application of music that can or cannot be for its designed purpose.

Music is taught at Salem Christian School in order to provide the student with the broad background that is needed in order to be successful. Additionally, music is part of the requirements because it is proven to have cross-pollinating effects with other subjects, particularly mathematics. Mostly, music is taught so that every student has an opportunity to glorify God in song and instrument as humans have done since the beginning of time.

It is the goal of music education at Salem to prepare students to skillfully praise the Lord in whatever capacity they are able, to the very best of their ability. This does not necessarily mean that every student will achieve the level of performer, but it gives every student the tools to participate in worship music to the very best of their ability.

Music can speak to the heart in a way that words alone cannot. Music instruction prepares the student mind to understand the knowledge and skills necessary to create music that can express the thoughts and feelings of the heart, and receive the thoughts and feelings of God’s heart.

Instructional Goals

Course Offerings

Praise Team

The SCS Praise Team exists to lead our school community in worship of our God. The Team's primary task is to produce the worship-in-song portion of the weekly middle and high school Chapel service; however, the Team may also participate from time to time in other school functions. Students are selected for the Praise Team through an application process, which includes an audition and a personal testimony. Each student choosing to serve on the Team should recognize that he/she is assuming a key leadership role within the school community, and as such is taking on a significant responsibility.

High School Small Ensemble

The SCS Small Ensemble exists to represent Salem Christian School in various venues and situations. We work together as an ensemble to grow in our musical talent individually and as a group. Covering the basic reading and notating skills of music help deepen the students' ability to perform. We will perform throughout the Lehigh Valley as opportunities present. Students will also spend time writing and discussing how to use music to minister and represent Jesus Christ in a new and exciting way to all audiences. No audition required. This class is open to vocalists and instrumentalists of all levels.

General Music 1

The first semester of General Music is an all-encompassing look at the fundamentals of music. This class covers basic theory, including reading music and understanding how to interpret the language of music. We also delve into the beginning of music starting as early as biblical times up to the classical era, spending ample time listening to and analyzing key pieces of musical works throughout history. This course will encourage students to be creative and think beyond the textbook.

General Music 2

The second semester of General Music is a continuation of the first semester. We continue our musical exploration in history with the classical era up to current times; again analyzing and recognizing key musical works. The students will also build on their knowledge of music theory and expound on harmonizing, culminating in an original four part composition by each student.

Visual Art

Philosophy of Visual Art Instruction

In the area of visual art, we at Salem Christian School believe art should be taught in a way that glorifies God. We desire to educate students and give them a creative outlet as they honor the Lord. God created us in His image, and as His image-bearers we have been endowed with creativity. It is our goal to awaken and nurture that God-given ability. As artists we glorify God, share His truth, and lead others to an appreciation of His creative masterpieces. This is done through the study of how God uses the principles and elements of design in His creation. We can appreciate His creation by developing reflective thinking skills, making connection between skills and knowledge, and creative problem solving as individuals and as part of a group. The arts engage the imagination, which allows thought to be reflected on and constructed in new and fresh ways. Art cultivates active decision making, visual literacy, evaluation, and cultural appreciation.

Through drawing, painting, printing, ceramics, sculpting, and other media and materials students learn and explore how art connects to every subject in the curriculum. The arts reinforce what is learned and puts it in another context for students. Through the study of art history, students are encouraged to develop a Christian worldview as it relates to artists, cultures and eras of history. Students will also see the fallen state of man through the study of the art masters' worldview. It is our desire to stimulate the students' interest in the visual arts, and to help them understand and appreciate its components so that they have the capacity to develop their talent and Christian worldview. Students learn the best when not only do they find a personal meaning in the art and are excited by the project but more importantly, have a safe and supportive environment to learn and express themselves. It is our aim to establish rapport and relationships with students so that each learner feels comfortable and safe in a classroom that fosters a genuine flow and expression of their God-gifted creativity.

Course Offerings

Color Theory and Art Application

Students will master the art of color and the significance of color in art. Students will make their own color wheel by mixing pure color. Through assigned class projects they will learn how to neutralize a color, understand the principles of color scheme, expressive use of color, emphasis, intensity and value. God's amazing creation of color and science will be an underlying theme throughout the year with each lecture pointing out to the students how awesome color works in our world.

Drawing and Painting

Students will apply all the elements and principals of design to master the execution of life drawing and value composition by copying a Master's work. Basic drawing tactics will be presented. In the second half, color will be introduced to paint a master portrait. A weekly sketchbook assignment will be assigned. An overview of Art History will be presented from Renaissance to Post Modernism.

3D Art

Students will focus on the 3 Dimensional art making process, including problem solving, scale, technical drawing, and execution. The course will pull upon Modern and Contemporary Art images, as well as architectural elements to inspire our projects. Students will complete 3 pieces of artwork throughout the semester and participate in 3 collaborative problem solving challenges. We will discuss a Biblical World view verses a World view approach to art making.

Concepts in Art

Students will have opportunity to explore conceptual art and create artwork that digs deep into the meaning behind the finished piece. We will touch upon common concepts and how they reflect the social/political aspect of that historical time period.

Fine Art

In this class the student will be creating projects based upon common underlying concepts in art. We will discuss different artists and artwork which execute the assigned concept. The student will then create a project that demonstrates his/her own understanding of the concept assigned. The student will be challenged to use non traditional as well as traditional materials to create their projects.

Honors Art Portfolio

The Honors Portfolio is an individualized art instruction course wherein the student artist is building an artwork portfolio. The teacher challenges the student to build a body of art work that would best exemplify their talent. Within this course the student is provided examples, encouragement, and techniques to move their pieces to the next level. The course culminates in a student body of work that is a strong example of their artistic ability. This course can be taken several semesters in order to build a stronger and perhaps more diverse portfolio.

Technology

Technology Department Overview

Course Offerings

Philosophy Of Technology Instruction

Technology is present and integrated throughout the entire school experience. However, there are specific skills and content that need to be expressly learned in order for a student to be able to be successful within an academic or work environment. The technology courses are provided so that the student has the ability to acquire basic skills and have opportunities to engage in further exploration of the technology environment.

Principles of Presentation

Principles of Presentation serves as a foundational course for high school students, examining strategies for the effective presentation of information. Attention is given both to print publications and to multimedia presentations. Tools utilized in pursuit of the course objective include Microsoft's Word, Publisher, and PowerPoint. While a variety of application-specific skills are covered, our foremost aim in this course is that our studies of various design principles would enable students to present information in an effective manner through an attention to detail and an awareness of how the parts influence the whole.

Data Management

The Data Management course examines how we may use technology effectively to manage data—to organize, analyze, and communicate information. The tool we utilize in pursuit of this objective is Microsoft's Excel. The course covers topics including spreadsheet and workbook management, formulas, functions, charts, and integration with documents and presentations; however, our ultimate goal at all times is not merely to acquire particular skills, but rather to discern how we may use those skills to organize, analyze, and communicate information in an effective manner.

Computer Structures

The Computer Structures course aims to help students better understand how computer technology works, in order that students may [1] utilize it more powerfully in their everyday lives, [2] be able to interact with terms and concepts when encountered, [3] become more adept at solving the "computer problems" they face (and at preventing those sorts of problems in the first place), and [4] better perceive technology's role within the greater society. In pursuit of this goal, we study hardware, software, and networking, and consider the past, present, and future of computer technology.

Web Design

The Web Design course aims to provide students with an introduction to the concepts and techniques of web design. This course focuses on creating webpages via HTML coding, with the goal that an increasing conversation with the code underlying webpages would serve as a foundation for further studies in web design. During the first two thirds of the course, students will learn and practice various coding skills; the final third of the course is devoted to a project for which students will utilize their skills to create a website.

Honors Computer Programming

The Honors Computer Programming course provides students with an introduction generally to programmatic problem-solving and specifically to the C++ programming language. No prior programming experience is required. Course content includes input/output, variables, user-defined functions, loop structures, and decision making. Class exercises relate programming to a variety of everyday-life situations.

Introduction to Engineering Graphics

This is a foundational course in which students learn the fundamental principles of engineering graphics and conventional design practices such as line types, orthographic projection, sectioning, dimensioning, and solid modeling. Students will learn to create elementary working drawings and solve basic engineering problems using computer-aided design (CAD) software or a sketch pad.

General Electives

General Electives Overview

Activity Courses

Each school year a set of activities and general electives are offered. These are presented prior to course selection in May of each year. These courses are intended to provide electives for students to choose. Some of these are credit while others are simply activities. We rely on our faculty and volunteers to share their passions, hobbies, and experiences to develop these periodic courses. Some of the courses that have been offered are: Sports Activity, Ceramics, Culinary Arts, Bible Study, and many others. The goal is to engage students in a broad spectrum of activities and learning experiences that will enrich their learning experience and enhance the environment of Salem Christin School.

Dual Enrollment

Overview and Procedure

Dual enrollment opportunities are intended to enrich the educational experience for our students. The intent is not to replace any Salem Christian School (SCS) courses taught, but rather it is intended to enhance the students' academic portfolios.

Salem Christian School considers a student dually enrolled when he or she is earning Salem Christian High School credits through a college or university. Salem Christian School reserves the right to approve any and all courses that are considered dual enrollment. Currently, SCS has an agreement with Lehigh Carbon Community College (LCCC). This agreement provides students with LCCC dual enrollment courses that Salem Christian School will transfer in as dual enrollment courses. The dual enrollment course(s) does not necessarily represent the views of SCS. Additionally, SCS makes no claims of quality or contents. The course(s) is at the discretion of the parents and student. Salem Christian School is only facilitating the ease of earning college credits while in High School.

The following are requirements of a dual enrollment course:

School Relationship/Requirements:

- SCS must have access to grades and the ability to request information from the dual-enrollment college/university and its agents/professors.
- Advanced courses only receive dual enrollment credits and corresponding quality points weighting.
- A student must hold a cumulative 3.0 or greater to be eligible for dual enrollment (college level courses).
- All courses must be pre-approved for acceptance by the administration.
- SCS limits the student's ability to transfer dual enrollment course to 1 course per semester, limiting it to 3 courses per school year.
- To opt-out of the program, a student will be required to notify Salem Christian School in writing, signed by parents, and within the drop/add time allotment. Transcripts will record the course with the appropriate distinction after the drop/add date.

- Only three courses a year will be fully transferred into the students transcript. Additional courses, beyond the first three, can be taken, but they will not be calculated in the GPA.

Coursework and Reporting:

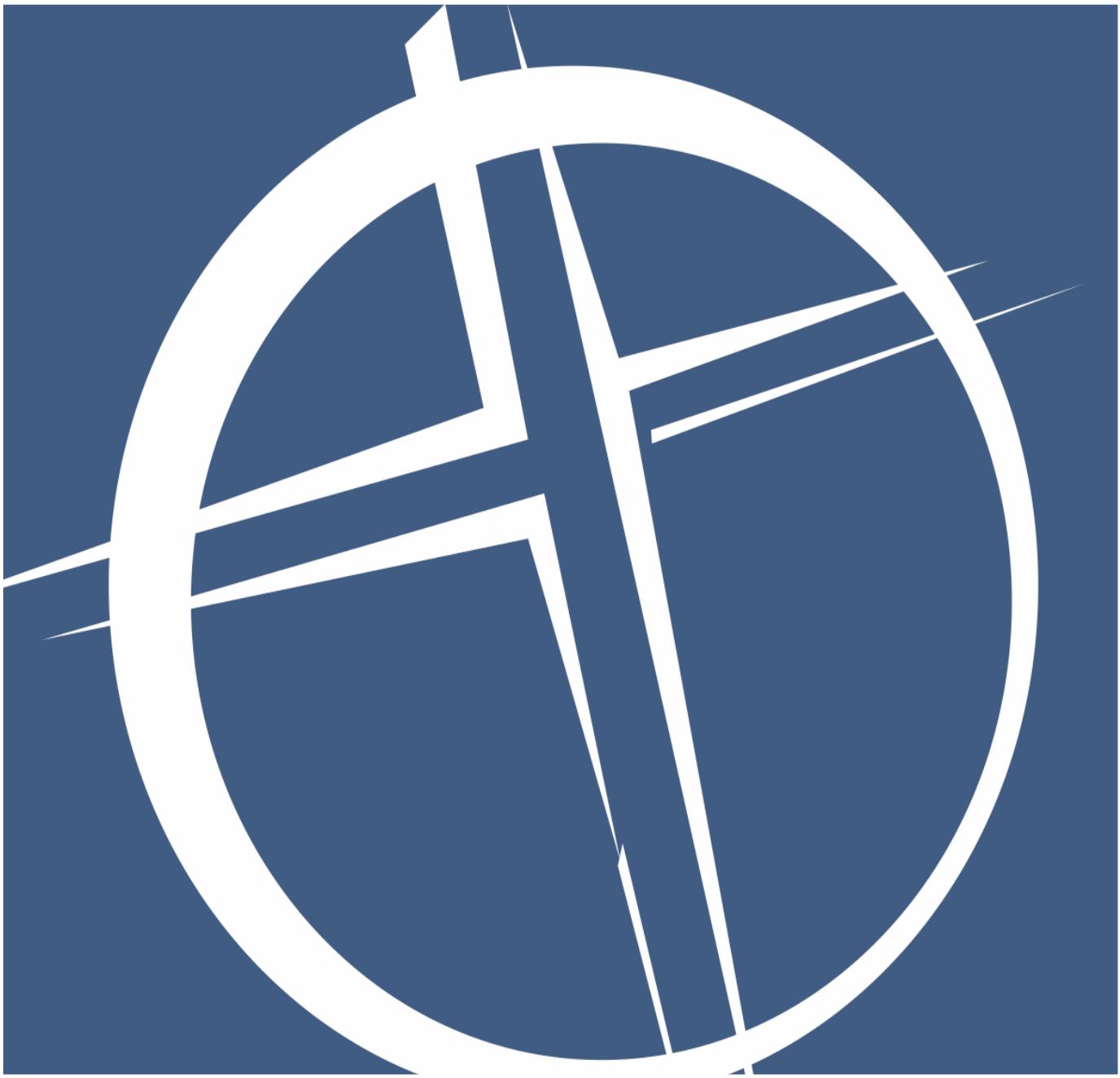
- Although SCS facilitates within its ability, the arrangement is the student's and parents' full responsibility. This applies to the course and all the other requirements; including, but not limited to fees, access, and academic requirements.
- Grades from the course must be submitted within the pre-approved time limits in order to receive SCS credits and the corresponding weighting of quality points.
- SCS will assign the grade and quality points that correspond to the grade that is assigned by the dual-enrollment college/university. Any questions about the grade received will be directed to the college/university liaison. No exceptions will be made. This will include but not limited to Withdrawal Passing, Withdrawal Failing, and any other grade assigned by the college/university.

We hope that each junior and senior will consider taking advantage of the opportunities available to them. If you are interested, please contact the administration or the Director of Student Life and they will assist you.

Salem Christian School

"Developing students who love God with all their mind, body, and soul."

Secondary Curriculum Overview



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