

# St. Paul's Academy

## High School Course Descriptions



*New St. Paul's Academy Upper School opening fall 2009*

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# St. Paul's Academy High School Course Description Handbook



## Grades 9 – 12 2008 - 2009

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*St. Paul's Academy (SPA) is an independent 501c3 non-profit educational corporation. SPA admits students of any race, religion, gender, color, national and ethnic origin to all the rights, privileges, programs, and activities, generally accorded or made available to students at the school. SPA does not discriminate on the basis of religion, color or national or ethnic origin in administration of its educational policies, hiring policies, admission policy, scholarship and loan programs, athletic and school-administered programs.*

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**Course Description Handbook**  
**Grades 9 – 12**  
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## **St. Paul's Academy Mission Statement**

The Mission of St. Paul's Academy is to provide each student with a traditional academic program, to encourage achievement, to emphasize leadership, service and moral development, and to instill in each student an active respect for all members of the community in the Episcopal/Anglican tradition.

## **St. Paul's Academy Philosophy Statement**

St. Paul's Academy endeavors to inspire in each student a genuine love of life long learning. We focus on excellence in academics, spiritual growth, and the development of an appreciation for the arts. We place a strong emphasis on building personal responsibility for one's self, community, and character.

St. Paul's Academy equips students with basic skills, enhances their ability to think critically, and enables them to solve problems in their daily lives and to develop a thirst for knowledge. The school offers students a traditional education in a structured environment that supports the self-esteem and individuality of each child.

Our small class sizes greatly enhance our ability to provide personal attention that helps children realize their potential.

## **St. Paul's Academy Goals**

- To produce students who have the basic knowledge and skills to read with comprehension, write competently and communicate effectively in English.
- To produce students who demonstrate proficiency in a foreign language, geography, mathematics, social studies, science, civics, history, health and fitness, music and art.
- To produce students who work together successfully with diverse individuals and groups.
- To produce students who think critically, analytically and creatively when solving problems and making decisions.
- To produce students who take pride in their work and successfully apply their academic and artistic talents to produce quality work.
- To instill in students a sense of life-long responsibility for the greater community, teaching them that they have an obligation to share their blessings.
- To produce students who are lifelong learners who successfully apply their knowledge and skills to pursue further education or prepare themselves for the world and workplace.
- To raise social awareness and broaden students' outlooks through participation in a wide range of experiences so that they learn to cooperate with and learn from people of diverse backgrounds and life situations.
- To help students recognize that they are serving God by serving others
- To produce students who take responsibility for assisting their community, nation and world with social problems by supporting a variety of agencies in the areas of social services, literacy and education, health and wellness, senior citizens, hunger and homelessness, children's issues, and the environment.
- To develop students who have strong spiritual and moral values, and love for God and our Lord, Jesus Christ.

## **ST. PAUL'S ACADEMY GRADUATION REQUIREMENTS**

**Required classes: Our course offerings will be designed to meet requirements for entrance into college and include:**

- English – 4 years
- Foreign Language – 2 years
- Math - 3 years
- Science – 3 years
- Social Studies – 2.5 years
- Sophomore Outreach Project - .5 Year
- Communication Technology – 1 year
- Physical Education and Health – 2 year
- Religion – 1 year
- Fine or Performing Arts – 1 year
- Senior Project – .5 day

**How many credits are needed to graduate from St. Paul's Academy?**

- Completion of at least 28 high school course credits (pass 56 classes) is required for graduation. No class can be used to meet two requirements.
- Students are required to take electives to fill in their course of study in their junior and senior years.
- Completion of a *High School and Beyond Plan*.
- Completion of a Senior Project.

**Requirements for graduation are designed to meet and exceed Washington State guidelines.**

**Class size will be limited to 22 students to allow teachers to personalize and individualize the program for students.**

### **High School and Beyond Plan**

This is a state-required plan that details the work that students will do to graduate successfully from high school. The plan outlines post-high school plans, which may include college, work, travel, etc. Students begin their plans as they schedule courses for ninth grade and revise them with help from counselors throughout high school to best prepare them for future opportunities.

### **Senior Culminating Project**

The Senior Culminating Project is also a state requirement. The project is designed to help students develop or improve a skill or performance; design or create a product, service, system or event; or investigate a career to better prepare them for the further studies or employment after school.

Students are encouraged to identify projects that match their interests, demonstrate extensions in their learning and connect to the community. All students will have a community advisor for mentorship. Students will be supported in all components of the culminating project as part of their high school curriculum. An elective culminating project course will be offered to provide additional support for students as they work on their projects.

### **Certificate of Academic Achievement**

The Washington Assessment of Student Learning (WASL) is required for graduation in Washington State schools. The first WASL is administered in their sophomore year. Students must meet the standards established in math, reading, writing and science. Students will be able to retake the WASL a total of four times during their junior and senior years.

WASL scores are included in a student's transcript in each content area.

## Daily Schedule

- St. Paul’s Academy operates on a block schedule based on eight classes (8 periods) meeting on alternating days: “Blue” days for odd numbered periods and “White” days for even numbered periods.
- Each instructional period is 85 minutes long with five minutes passing time.
- Students meet in a 30-minute homeroom with their advisor after each day’s first class. Chapel and assemblies also occur during this period.
- St. Paul’s Academy operates on the semester system.

### Blue Day (Odd period classes)

Period 1	8:00-9:25
<i>Directed Study</i>	<i>9:30-9:55 (also Chapel and assemblies)</i>
Period 3	10:00-11:25
<i>Lunch Break</i>	<i>11:25-12:05</i>
Period 5	12:05-1:30
Period 7	1:35-3:00

### White Day (Even numbered classes)

Period 2	8:00-9:25
<i>Directed Study</i>	<i>9:30-9:55 (also Chapel and assemblies)</i>
Period 4	10:00-11:25
<i>Lunch Break</i>	<i>11:25-12:05</i>
Period 6	12:05-1:30
Period 8	1:35-3:00

## St. Paul's Academy Student Schedule Worksheet

### **Eight Classes Per Year**

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Arts</b> 1 year				
<b>English</b> 4 years	<b>*Full Year</b>	<b>*Full Year</b>	<b>*Full Year</b>	<b>*Full Year</b>
<b>History</b> 3 years	<b>*Full Year</b>	<b>*Full Year</b>	<b>*Full Year</b>	<b>*Half Year</b>
<b>Foreign Language</b> 2 years	<b>*Full Year</b>	<b>*Full Year</b>		
<b>Math</b> 3 years	<b>*Full Year</b>	<b>*Full Year</b>	<b>*Full Year</b>	
<b>Physical Ed &amp; Health</b> 1 year	<b>*Full Year</b>	<b>*Full Year</b>		
<b>Religious Studies</b> 2 semesters	<b>* Half Year</b>	<b>*Half Year</b>		
<b>Science</b> 3 years	<b>*Full Year</b>	<b>*Full Year</b>	<b>*Full Year</b>	
<b>Senior Project</b> 1 year				<b>*Half Year</b>
<b>Technology</b> 1 year				
<b>Sophomore Outreach</b> 1/2 year		<b>*Half Year Spring</b>		
<b>Electives</b>				
<b>Electives</b>				

**\* Required Core Classes**

## **COURSE DESCRIPTIONS FOR ST. PAUL'S ACADEMY**

### **ARTS DEPARTMENT - VISUAL AND PERFORMING**

**GRADUATION REQUIREMENT:** All students are required to take two semesters of art. They may choose visual or performing arts to fulfill the requirement.

#### **Visual Arts 101: Two-Dimensional**

This course introduces students to the elements of art and the principles of design by exploring the basics of drawing and painting through a wide variety of media. Students will create their own sketchbooks to be used throughout the semester for daily assignments. By incorporating sound design techniques into the assignments emphasizing color theory, art history and aesthetics, students will learn how to create high quality artwork. Through self-evaluations and participation in group critiques, students will gain confidence in the artistic process thereby building their visual literacy and imaginative perspectives which will carry over into all aspects of their life. This course is a prerequisite for Advanced Drawing and Painting, and Ceramics.

This course may also include some type of unit in technology to expose the students to commercial art. The programs such as Adobe Photoshop, or Publisher or other could help students see the practicality of fine visual art. If class offerings were limited, at least students would have some exposure the technology world to see if that is their field of interest. (One-Half Credit)

#### **Visual Arts 201: Three-Dimensional**

This course will focus on incorporating the elements of art and the principles of design as they are applied to a 3D perspective. Students will work with a variety of materials to include: found objects, plaster, wire, wood, paper mache', and ceramics. Through self-evaluations and group critiques of their projects, students will learn how to accept constructive criticism, and grow to become better problem solvers. This is a prerequisite for Ceramics. (One-Half Credit)

#### **Drama 101-102:**

This year long course introduces the student to acting. Drama 101-102 introduces the student to the theatre, and focuses on developing performing speaking skills. The course is designed to develop poise and confidence in creative group and solo acting projects. Skill and technique in public speaking is emphasized, as well as beginning acting skills in pantomime, movement, theatre history, improvisation and character development. (One Credit)

## ENGLISH DEPARTMENT

### **English 101-102: Writing I (Grade 9)**

Fundamentals of grammar, syntax, rhetoric, and punctuation, as well as basic literary forms (essay, short story, drama, novel, and poetry) are covered. Students are also guided through the process of composing a research paper and PowerPoint presentation. Literary selections may include Wiesel's *Night*, Golding's *Lord of The Flies*, Lee's *To Kill A Mockingbird*, Simon's *Lost in Yonkers*, Thomas' *A Child's Christmas in Wales*, and Shakespeare's *A Midsummer Night's Dream*. (One Credit)

### **English 201-202: Writing II and World Literature (Grade 10)**

Students review fundamentals of the English language, write essays of a personal and critical nature, and prepare a research paper and a PowerPoint presentation. Students read and trace themes through broad divisions of drama, fiction, non-fiction, and poetry such as Homer's *The Odyssey*, Shakespeare's *Macbeth*, Sophocles' *Antigone*, Krakauer's *Into Thin Air*, and Dante's *Inferno*. (One Credit)

### **English 301-302: Survey of American Literature (Grade 11)**

Autobiographical writing and readings from the 19<sup>th</sup>-century comprise the first semester's work. Advanced expository writing and readings from 20<sup>th</sup>-century fiction comprise the second semester. Texts include *Othello*; *The Scarlet Letter*; *Huckleberry Finn*; and poems or stories by Dickinson, Frost, Langston Hughes, and Hemingway. (One Credit)

### **English 401: British Literature (Grade 12)**

This semester course emphasis critical thinking and writing in response to British writers such as Chaucer, Shakespeare, and Donne. A central feature of this course is a study of Greek and Elizabethan tragic drama including *Oedipus Rex* and *Hamlet*, and a research paper based upon this study. (One-Half Credit)

### **English 402: College (Senior) Writing (Grade 12)**

This semester course is designed to help the college-bound senior write successfully in college classes. Students will practice critical reading and writing techniques. They will apply research skills, learn Modern Language Association (MLA) formatting, and utilize literary analysis and critical techniques. (One-Half Credit)

### **Speech 101:**

This semester class is designed to bridge the communication gap. Students learn basic interpretive and oratorical skills for effective speech communication. Using acting skills, speech exercises, oral reading, and debate, students increase confidence and proficiency in speaking. The various types of speaking situations include interviewing skills, sales speeches, motivational speeches, informational address, poetry, and storytelling. When students leave this class, they should feel comfortable presenting in front of a group of people and have the skills to develop and make an effective presentation. (One-half Credit)

## FOREIGN LANGUAGE DEPARTMENT

### **French 101-102: (Students new to the language/9<sup>th</sup> Grade)**

Courses introduce the French language, which includes the learning of grammar, listening and speaking in the targeted language. Students will become acquainted with the customs and the traditions of the culture. Emphasis will be on speaking and communicating. This class is a technology-integrated class designed to accommodate different learning styles and fluency levels. (One Credit)

### **French 201-202 – (Prerequisite one year of French/9<sup>th</sup> Grade)**

Course review and continue the study of the four basic skills of language acquisition. In second year French students should have a good grasp of the basic structure in order to communicate in simple sentences. Students will be able to understand fairly complex spoken language. Culture will continue to be part of the course, as well as reading and writing activities. Oral proficiency is still greatly emphasized. (One Credit)

### **French 301-302: 10<sup>th</sup> or 11<sup>th</sup> Grade (Prerequisite: C or better in French 201-202)**

This course builds on skills taught in French II using an advanced grammar text, and emphasizes greater oral and written proficiency in French. Students expand their vocabulary by engaging in conversations (including role playing and problem solving). Though much of their writing is creative, students will also explore various aspects of French and francophone culture, from literature to music, from current affairs to pop culture, from painting to film and produce both oral and written reports. Students view at least one French film (examples are *La Veuve de Saint Pierre*, *Kirikou*, and *Au revoir, les enfants*), and read several works of fiction, which may include stories by Birago Diop and Guy de Maupassant, and excerpts from a novel by Romain Gary. (One Credit)

### **Spanish 101-102**

This course is an introduction to Spanish language and culture. This class employs a communicative methodology to introduce students to the Spanish language. The classroom is highly interactive and taught entirely in the target language. A may be used as the core of the program, with expanded modules that contextualize the grammar and vocabulary taught to the personal experience of the students. In the first year of beginning Spanish, students learn how to perform the following communicative tasks: talk and write about their own lives, their family and friends, and their eating habits, as well as comparing their experience to the experience of young people in the Spanish-speaking world. As part of these tasks they will learn a wide array of vocabulary and several important grammatical structures, such as the present and past tenses, and indirect pronouns and some passive constructions. Students also work with authentic cultural materials, such as art, poetry, short literary texts and at least one film. (One credit)

### **Spanish 201-202**

This course is a continuation of Spanish I, and it offers further study of the Spanish language and culture. This class continues with the communicative methodology introduced in Spanish 101-102. The classroom is highly interactive and taught entirely in the target language. The textbook will be used as the core of the program, with expanded modules that contextualize the grammar and vocabulary taught to the personal experience of the students. In the second year of Spanish, students learn how to perform the following communicative tasks: talk and write about their

own and others' emotional states, strategies for managing time and stress, physical and emotional well-being, identity and personal traits, as well as how both nature and our environment define our identity. Students will also explore their own future as well as that of society as a whole. As part of these tasks they will learn a wide array of vocabulary and several important grammatical structures and concepts, such as reflexive verbs, the proper use of imperfect and the preterit past tenses, infinitive vs. gerund, commands, present perfect, subjunctive, conditional and future tenses. Students also work with authentic cultural materials, such as art, poetry, short literary texts, and at least one film. (Prerequisite: C or better in Spanish 101-102)

## **MATHEMATICS DEPARTMENT**

### **Geometry 101-102**

This course covers topics in plane geometry: parallel and perpendicular lines and planes, congruence and similarity in two and three dimensions, coordinate geometry, and some review of algebra/ trigonometry. The course emphasizes problem solving, pattern recognition, algebraic geometry and constructions. The course covers new as well as traditional topics in geometry: logic, parallel and perpendicular lines and planes, congruence and similarity in two and three dimensions, coordinate geometry, transformations, networks, and some review of algebra/trigonometry. A major theme of this course is patterns in reasoning, including formal proof (direct and indirect), visual analysis, and problem solving. (One Credit)

### **Algebra 101-102**

The course is for students who did not have Algebra I in middle school. The course develops the algebra of real numbers including exponents, ratio and proportion; introduces the analysis of functions including linear, quadratic, and exponential functions; and continues the study of elementary probability and statistics begun in Middle School. Students explore functions and relations analytically and through applications, and analyze data graphically and numerically.

The explorations make use a graphing calculator (TI-83 Plus or TI-84). An emphasis is placed on building problem solving skills, writing mathematical reports, reading, studying, learning from a math text, and increasing the mathematical confidence of the individual students. (One Credit)

### **Algebra 201-202**

The course focuses on analysis of functions and their applications. The course builds on students' knowledge of linear, quadratic, and exponential functions and introduces polynomial, logarithmic, rational, irrational, and trigonometric functions from analytic, numerical, and graphical points of view. Group experiments and problem solving help students learn to work with each other as they analyze data and the connections between theory and applications. Use of both computers (Excel©, Geometer's Sketchpad©, and TI-Interactive©) and graphing calculators (TI-83 Plus or TI-84) is required. (One Credit)

### **Pre-Calculus 301-302**

This problem based inquiry course focuses on advanced study of polynomial, exponential, logarithmic, power, and trigonometric functions, conic sections, complex arithmetic, sequences and series, parametric equations and vectors. Additional topics such as matrices, probability and statistics, infinite sequences and limits are introduced as time allows. The course materials are designed to promote and emphasize the following values: communication of mathematical ideas,

persistence in solving challenging problems, self-reliance, resourcefulness, and collaboration. Use of both computers (Excel, TI-Interactive©, Geometer's SketchPad©) and graphing calculators (TI-83 Plus or TI-84) is required. (One Credit)

### **AP Calculus 401-402**

The course covers an introduction to differential and integral calculus. This emphasizes visual and intuitive learning, and includes a review of basic functions learned in Pre-Calculus. Importance is placed on applications and problem solving. For example, students must identify the appropriate mathematical function to model a situation, and work with rates of change. The course also extends the study of dynamical systems, vectors, matrices and transformations, conic sections, and algebra and geometry in the complex plane. Students who do particularly well in this course and who are willing to do a small additional amount of individual study may take the AP Calculus exam. (One Credit)

## **MUSIC DEPARTMENT**

At St. Paul's Academy, we offer several music classes for students looking to further their music education. The following musical groups perform for concerts throughout the year and by request at various events.

### **Choir 101-102**

This is a non-audition choir, open to all students in grades 9-12. Students will study and perform a broad selection of choral music and work on further development of proper vocal skills. There is also an emphasis on learning basic music theory, ear training, and sight singing. (One Credit)

### **Concert Band 101-102**

This instrumental ensemble is open to students in grades 9-12 by audition only. The course is for wind players and percussionists who want to further their skills playing in an ensemble and performing quality concert band music. (One Credit)

### **Orchestra 101-102**

This string ensemble is open to students in grades 9-12 by audition only. The course is for string players who want to develop their playing skills and perform in an ensemble. Students will study a variety of orchestra music from different time periods. (One Credit)

## **PE & HEALTH DEPARTMENT**

### **Physical Education 101-102: Fitness for Life**

This is a one-year course designed to give students the knowledge and skills necessary to self-assess, create, conduct, evaluate, and redesign personal fitness programs. It is combined with Health and fulfills the PE and Health requirement. Fitness for Life may be taken anytime during grades nine through twelve, but it is strongly recommended that students take the class in either the ninth or tenth grade year. The course is a combination of classroom and activity-based learning activities with a focus on proper nutrition and the mastery of skills and concepts necessary for students to become accomplished monitors of their personal lifetime fitness. Through participation, students learn to compare the fitness benefits in a variety of individual and team activities. (One Credit)

## RELIGIOUS STUDIES DEPARTMENT

### **Religion 101: Old & New Testament**

This one-semester course provides an overview of the development of Judeo-Christian history, thoughts, and beliefs that serve as an integral part of the foundation of Western Civilization. Students will examine scripture contextually and be introduced to major biblical persons, themes and development within the context of the human, cultural and historical movements that influenced how god's word was recorded. (One-half Credit)

### **Religion 201: Comparative Religion**

This one-semester course investigates historical and theological developments within Judaism, Christianity, and Islam. Comparisons are also made to other religions such as Buddhism and Hinduism and selected, culture-specific religious traditions. There will also be an opportunity to look at "modern religious movements" that have developed within the last several hundred years. (One-half Credit)

### **Religion 301: Spirituality and Social Justice (Elective class)**

This one semester elective course will look at how faith and belief informed and motivated great leaders in the 20<sup>th</sup> and 21<sup>st</sup> centuries to help people and communities in need. It provides students the opportunity to learn about how these men and women shaped the world we live in, as well as provide the student a "stepping off" point of them to become aware of their own values and decision-making process. (One-half Credit)

**This Religious Education Curriculum includes Chapel services twice per week. Students are required to attend chapel.**

## SCIENCE DEPARTMENT

### **Biology 101-102:**

This yearlong lab course is offered during the freshman year. Student experiences in the course will include laboratory and field-oriented components and will be designed to enhance scientific literacy. The content will cover most of the major topics in biology such as biochemistry, cell reproduction, protein synthesis, genetics, ecology, classification, and comparative anatomy. A unifying theme for all of our science courses will be marine biology and oceanography. A relationship with Western Washington University's Marine Biology Station may be one of the many ways we can pursue this central theme. (One Credit)

### **Chemistry 201-202:**

This introductory, yearlong lab course seeks to emphasize a strong conceptual understanding of chemistry, correct laboratory techniques, quantitative problem solving, and critical thinking. Topics covered include atomic theory, molecular structure, chemical reactions, and stoichiometry. The remainder of the course will explore equilibrium, kinetics, thermo-dynamics, and acids and bases. Laboratory work related to these topics is a major emphasis of the course. Utilizing our marine biology strand we will be studying the organic and inorganic substances, including pollutants, that make up the water of Puget Sound. We will look for ways to help restore Puget Sound to a healthier state. (One Credit)

### **Physics 301**

This yearlong lab course combines conceptual with applied physics. Subject matter is broken into four units. Unit one discusses waves, sound, and light. Unit two discusses kinematics, Newtonian Laws, impulse, and momentum. Unit three discusses energy and circular motion. Unit four discusses fields, electricity, and magnetism. During each unit, students will apply their reasoning and algebraic skills to apply physical concepts to real world situations. These concepts are developed through demonstrations, lecture, laboratory work, and unit projects. This course will use oceanography as a unifying theme. We will study the physics of waves, tides, currents and ways of generating electricity these renewable resources. (One Credit)

### **AP Science Classes (Senior Year Electives)**

During their senior year students may choose between several higher-level courses in Physics, Chemistry, or Biology. Marine biology and/or oceanography will be a central theme. (One Credit)

## **SOCIAL STUDIES DEPARTMENT**

### **Cultural and Physical Geography 101-102: (Grade 9)**

This yearlong course explores the five themes of geography: location, region, place, movement, and human-environment interaction. While studying the different regions of the world, learning names and locations, the students also explore the interdependence of all people in order to better understand the world in which they live. (One Credit)

### **World History 201-202: (Grade 10)**

This yearlong course begins with the study of prehistoric people and moves to the four major areas of ancient civilization. Greek and Roman cultures, and early philosophies are also studied, as is the development of modern civilization, the Middle Ages and the Renaissance. Emphasis is given to autocracy, revolution, representative democracies, and economics. (One Credit)

### **United States History 301-302 (Grade 11)**

This yearlong course is a detailed study of the history and government of the United States. The first semester explores the colonial development of the United States with emphasis on the founding of the Republic and the Civil War. The second semester emphasizes the development of the United States as a world power in the twentieth century and its subsequent leadership role in the world today. (One Credit)

### **Citizenship: Rights and Responsibilities 401: (Grade 12)**

This semester course covers the student's rights and responsibilities as a citizen of Washington State and the United States. It emphasizes the federal government's structure and functions as well as Washington's State's governmental development. The U.S. Constitution is also covered. (One-Half Credit)

## **SENIOR PROJECT 401: (12<sup>th</sup> Grade)**

This is an individual project designed in collaboration between the Chaplain and student. Senior projects could look at topics such as: personal theology, exploration of religion, reflection on community service, religion in art/music, in depth biblical study, etc. (One-half Credit)

## **SOPHOMORE OUTREACH PROJECT 201**

Students will plan a trip to a third world country (probably Mexico or Guatemala) to assist with helping the people with a water system or similar outreach project. Planning and fundraising for the trip will begin in the fall. The trip will be taken in the spring. (One-half Credit)

## **TECHNOLOGY DEPARTMENT**

### **Communication Technology 101-102**

This class is an introduction into the world of communication through technology. This class explores computers, photography, graphic arts, video production, and radio. Students develop skills in each area through guided projects and will investigate vocational opportunities through field trips. (One Credit)