

Foothills Community Christian School

2210 5th Avenue North, Great Falls, Montana, 59401 • Phone (406) 452-5276 •
Fax (406) 452-8606 • E-mail fccs@foothillschristian.org • Website www.foothillschristian.org

Teacher and Class Information 2022-2023

Teacher: Jennifer Quick

Subjects: World History I (Section 1)
World History I (Section 2)
Montana History
Spanish I
Spanish II

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Mission Statement

The mission of Foothills Community Christian School is to assist parents in providing a Christ-centered education that values exceptional academics, strong moral character, and service to others.

Vision

U.Ncommon Education for Life

A. Welcome/Biography/Testimony

Welcome to the 2022-2023 school year! My name is Jennifer Quick, and this is my first-year teaching at Foothills Community Christian School (though we have been involved with Foothills as a family for five years). I will be teaching Spanish I, Spanish II, Montana History, and two sections of World History. I am very excited to see what God has in store!

I was born and raised in Great Falls, Montana. I received my Bachelor's degree from Pacific Lutheran University, majoring in Political Science and minoring in Spanish and Religion. I received my Juris Doctor degree from The Thomas M. Cooley School of Law. I have spent the last 12 years as a prosecuting attorney at the Cascade County Attorney's Office. My husband, Jeff, and I have 6 children. Alicyn is a music teacher in Missouri, MacKenzie is a student at the University of Missouri-Kansas City (pre-med), Hailey is a Senior at C.M. Russell High School, Abigail is a 4th grader here at Foothills, Cooper is a 2nd grader here at Foothills, and Sawyer is 8 months old.

I am a member of First English Lutheran Church—where I was baptized, attended Sunday School, received my first communion, was confirmed, was married, and where my children have been baptized. I have served on the Church Council and currently serve on the Endowment Committee. God has always been an integral part of my life, and I am excited to watch him work in the lives of your children.

B. My Philosophy of Christian Education

The Purpose and Goal of Christian Education

I believe the purpose of Christian Education is to approach learning from a Christ-centered perspective, remembering that God is the ultimate source of the Truth. I believe that the three top objectives for Christian Education are:

1. To teach students about the Word of God;
2. To learn how our faith in God is interwoven into the subject we study; and
3. To find our purpose and God's will for our life.

Nature of the Learner

I believe that all children were made in the image of God. I believe that each child has been uniquely and beautifully made for God's will for their life. Since the first fall of man, I believe that it is human nature to sin. I also believe that God's grace is bestowed on us, through the sacrifice of Jesus Christ for our sins. Understanding and accepting this allows us to live life in the lens of God's word.

The Role of the Teacher

I believe that my role as an educator is to encourage discernment, grounding discussion in the concept that God is the ultimate source of the Truth. It is the role of the teacher to help children

learn how their faith in God is interwoven in the subjects that they study. A teacher should assist children in developing the lens through which they interpret the world.

The Role of the Learning Process

I believe that the learning process is different for every child. It is important for a teacher to understand that each child learns in a different way, whether it is through word, logic, pictures, etc. The ability of the teacher to identify the strength of each child maximizes the learning process for all involved. I will attempt to utilize a variety of teaching methodologies in order to help each child reach his/her fullest potential, recognizing that each child was uniquely made to fulfill God’s will for their life. Finally, learning is a process and not an event. I believe that a child should be encouraged to continue their quest for knowledge, both through traditional education and experience.

Scope/Sequence/Selection of Subject Matter

The selection of subject matter should be congruent with the mission of the mission of Foothills Community Christian School: “We assist parents in providing a Christ-centered education that values exceptional academics, strong moral character, and service to others.” The scope and sequence of the subject matter should seek to challenge students to reach their fullest potential in the classroom. Subject matter inconsistent with the Christian worldview should not be ignored when they arise, but rather discussed with the ultimate goal of helping the child understand the truth, which is rooted in God’s word. Ultimately, the selection of subject matter should be made with the spiritual development and academic success of each student in mind.

C. My Class Schedule:

CLASS SCHEDULE

Mrs. Quick

| M/T/Th/F Schedule | | | | | | | |
|--------------------------------|--------------------------------|-----------------|-----------------|-----------------|---|-----------------|-----------------|
| 1 st | 2 nd | 3 rd | 4 th | 5 th | Lunch/ Study Hall/ Advisory Period | 6 th | 7 th |
| 7:50-8:44 | 8:47-9:41 | 9:44-10:38 | 10:41-11:35 | 11:38-12:32 | | 1:39-2:33 | 2:36-3:30 |
| World History I (Section 1) | World History I (Section 2) | Montana History | Prep | Prep | Lunch 12:35-1:05 9 th Grade Study Hall/Advisory 1:06-1:36 | Spanish I | Spanish II |
| Wednesday Schedule | | | | | | | |
| 1 st | 2 nd | 3 rd | 4 th | 5 th | Worship/Lunch/ Chapel | 6 th | 7 th |
| 7:50-8:40 | 8:43-9:33 | 9:36-10:26 | 10:29-11:19 | 11:22-12:12 | | 1:47-2:37 | 2:40-3:30 |
| World History I (Section 1) | World History I (Section 2) | Montana History | Prep | Prep | Worship 12:12-12:42 Lunch 12:42-1:12 Chapel 1:12-1:44 | Spanish I | Spanish II |

D. Curriculum Objectives

SOCIAL STUDIES – WORLD HISTORY I (9th and 10th Grade)

The students will examine the nature of God as revealed through the study of social studies. Students will develop convictions about God's word as it relates to world history and will define their responses to it. Through the study of world history, students will develop an understanding of the economic, social, political and cultural developments of our world, as they compare countries and civilizations, Students will learn and acquire an appreciation for God's relations throughout the timeline of world events. The integration of literature into studies of ancient civilizations will enhance and inspire their learning process. Students will develop attitudes, values, and skills as they discover their place in the world. Students will analyze, synthesize and evaluate social studies skills, including social relationships such as family and church. Upon completion of this course students will be able to...

- Comprehend and explain that all of history is the accounting of how men have responded to God who created them.
- Understand and explain how discoveries in Africa and beyond have influenced anthropologists' views about early humans and their ancestors.
- Reconcile the findings of anthropologists with the evidence in the Bible.
- Explain the dynamics of change and continuity across the world from its origins to the rise of early civilizations.
- Tell how geography influenced the development of civilization in the Fertile Crescent.
- Outline the achievements of the first empires that arose in Mesopotamia.
- Trace the development and assess the achievements of early river civilizations, including those around the Huang-He, Nile, Indus, and Tigris-Euphrates rivers.
- Analyze the main characteristics of the Aryan civilization and the Vedic Age.
- Explain what ancient Indian epics reveal about Aryan life.
- Analyze how Chinese culture took shape under the Shang and Zhou dynasties.
- Describe the religions and belief systems that developed in early China.
- Identify the roots of Greek civilization and recognize its achievements from the Minoan era through the Hellenistic period.
- Summarize how Mycenaean nation ruled the sea trade and started the Trojan War.
- Describe the works of Homer and their influence on Greek culture.
- Define the three types of government that developed in the Greek city-states.
- Understand the causes and effects of the Peloponnesian War.
- Analyze the political and ethical ideas developed by Greek philosophers.
- Explain how Alexander the Great built an extensive empire and describe the empire's cultural impact.
- Describe the physical and cultural settings in which Roman civilization arose.
- Outline how the Roman republic was structured and governed.
- Understand how the Roman republic grew through a series of conquests.
- Identify the events leading to the decline of the Roman republic.
- Summarize the works of Roman literary figures, historians, and philosophers.
- Describe how the Romans applied science and mathematics for practical use.

- Identify the diverse religions included in the early Roman empire.
- Summarize the teachings of Jesus and how they were spread.
- Outline the development of the early Christian Church.
- Explain how and why the Roman empire divided.
- Describe when and where people first settled the Americas.
- Identify the civilizations of Mesoamerica.
- Describe the early cultures of the Andes.
- Analyze the evidence from which we have learned about the emergence of cultures in North America.
- Describe Western Europe after the collapse of the western Roman empire.
- Explain how Charlemagne reunited much of Western Europe and what happened to his empire after his death.
- Explain how feudalism and the manor economy shaped medieval society.
- Analyze how the power of the Church grew during the Middle Ages and how reformers worked for change in the Church.
- Describe the rise of the middle class and the role of guilds medieval society.
- Explain how monarchs gained power over nobles and the Church.
- Describe how William the Conqueror and Henry II strengthened English royal power.
- Analyze the traditions of government that developed under King John and later English monarchs after the signing of the Magna Carta.
- Describe the explosive conflicts which arose between secular rulers and Church officials within the Holy Roman Empire.
- Explain the causes and effects of the Crusades.
- Summarize how Christians in Spain carried out the Reconquista.
- Explain the emergence of universities and their importance to medieval life.
- Describe how the Black Death caused social and economic decline and threatened to plunge Western Europe into a new dark age.
- Summarize the causes, turning points, and effects of the Hundred Years' War.
- Describe the rise and achievements of the Byzantine and Islamic civilizations.
- Explain how geography affected migration, cultural development, and trade in Africa.
- Explain how West African societies developed.
- Describe how trade affected the city-states in East Africa.
- Identify the variety of forms of medieval African governments and societies.
- Summarize the spread of civilization in East and Southeast Asia.
- Describe the cultural achievements of the Tang and Song dynasties.
- Explain how the Mongo armies built an empire.
- Explain how the Ming restored Chinese rule.
- Describe the diverse cultures of Korea, Japan, and Southeast Asia.

Montana History (7th Grade)

Students will develop convictions about God's Word as it relates to Montana Studies and define their responses to it. Through the study of Montana Studies, students will develop attitudes, values and skills for citizenship. Students will master facts of the exploration, colonization, and political as well as social history of Montana. Students will also master geography facts and

methodology of economic growth. Students will analyze, synthesize and evaluate social studies skills, including social relationships such as family and church. Over one semester, the students will examine significant events, movements, and patterns that have helped shape Montana. While our emphasis will be on the 20th and 21st centuries, we will go deeper into history. Through a Christian perspective, we will see how specific events connect modern forms of democracy, culture, and conflict to their historical roots. Upon completion of this course students will be able to...

- Identify the effects of new and old ideas on major events in Montana and link them to biblical modes of thought.
- Identify the imprint of the United States on Montana, and identify the imprint of Montana on the United States.
- Develop an understanding of current issues confronting Montana and relate them to their historic, geographic, cultural, political, and economic contexts.
- Examine the age-old struggle of humankind to achieve freedom, fight oppression, to overcome tremendous barriers, and their failures and successes.

World Languages-Spanish I (8th-11th Grade)

God gave languages to man. It is with this understanding that students who study and learn language are learning something that is given to us by God. Understanding another language will help a student comprehend and appreciate other cultures, countries, ideas and concepts on a deeper level that might be foreign to the student. In doing so, the student will be better equipped to serve God by serving and loving other people of the world by recognizing and understanding world languages.

This course is designed to continue the development of the major communication skills (listening, speaking, reading, and writing). Students will be able to express themselves at the basic level in the present and past tenses. They also should have an understanding of the future tense as well as object pronouns, reflexive verbs, affirmative and negative commands. Additionally, there will be a focus on reading comprehension in the target language.

There are no prerequisites for this class.

World Languages-Spanish II (9th-12th Grade)

God gave languages to man. It is with this understanding that students who study and learn language are learning something that is given to us by God. Understanding another language will help a student comprehend and appreciate other cultures, countries, ideas and concepts on a deeper level that might be foreign to the student. In doing so, the student will be better equipped to serve God by serving and loving other people of the world by recognizing and understanding world languages.

This course is designed to continue the development of the major communication skills (listening, speaking, reading, and writing). Students will be able to express themselves at the basic level in the present and past tenses. They also should have an understanding of the future tense as well as object pronouns, reflexive verbs, affirmative and negative commands. Additionally, there will be a focus on reading comprehension in the target language.

This course is a continuation of Spanish I with continued development of vocabulary, sentence structure and construction, verb tenses and usage. Basic knowledge of the language achieved permits the student to go on to the finer points of style and syntax. The student will develop an appreciation for languages and the broader knowledge base of Hispanic culture and how it influenced our city, communities and state in which we live.

Prerequisite: Spanish I

E. Grading/Homework Procedures

FACTS will be the source for accessing student grades. I would encourage both parent and student to access FACTS frequently, so that you are not caught unaware of grades or missing assignments.¹

There will be a minimum of 18 grades each quarter. Three will be Major grades, which will be derived from tests, papers and/or projects. Major grades account for 50% of the overall grade for the quarter. Daily work, quizzes, and smaller projects will account for the other 50% of the overall grade.

Grading System:

Conduct is a separate evaluation and grade². Academic Report cards are issued every nine weeks.

| | | | |
|-----------------------|---------------------|-------------------|-------------------|
| A+ 97 – 100 | B+ 87 – 89 | C+ 77 – 79 | D+ 67-69 |
| A 94 – 96 | B 84 – 86 | C 74 – 76 | D 64 – 66 |
| A- 90 –93 | B- 80 – 83 | C- 70 – 73 | D- 60 – 63 |
| F 59 and lower | I Incomplete | | |

Each semester is divided into two (2) nine-weeks grading and reporting periods. In computing the final grade for the course, all grades are determined in the following manner:

| <u>1st Semester</u> | | <u>2nd Semester</u> | |
|-----------------------------------|-----|-----------------------------------|-----|
| 1 st Quarter (9 weeks) | 40% | 3 rd Quarter (9 weeks) | 40% |
| 2 nd Quarter (9 weeks) | 40% | 4 th Quarter (9 weeks) | 40% |
| Exam or Activity | 20% | Exam or Activity | 20% |

¹ See *Communication* section below for information on how to access FACTS.

² See *Classroom Management* section below for information on Conduct marks.

Daily Homework:

Expect homework on a daily basis. The harder the student works in class, the less likely it will be that they have to spend time on it at home. Homework is due the day after it is assigned, unless stated otherwise. Homework assignment should be turned in at the beginning of each class period.

I will require each student to create and maintain a portfolio for each class. Said portfolio shall include all notes, quizzes, and other handouts accumulated during the semester. These portfolios will serve as comprehensive study guides for tests and semester exams.

** Organization is key, and the portfolios will be graded.*

Late Work:

All homework and assignments must be completed and turned in even if the work is not on time and it is designated as “late”. The student is required to complete the homework on time. Homework must be turned in on time to receive maximum credit.

LOWER SCHOOL (grades 3rd – 5th) and MIDDLE SCHOOL (grades 6th – 8th) except the high school classes that the 8th grade students take.

When **any work** is not turned in on time the student will receive:

20% off when 1 day late

50% off when 2 days late

Zero (0) when 3 days or more late

Students will complete all late assignments as directed by the teacher.

HIGH SCHOOL (grades 9th – 12th):

Foothills Community Christian School believes that late work is not acceptable. Work turned in on time represents a work ethic that FCCS chooses to reward. Preparing students for the college experience is important. As a rule, colleges do not accept work turned in late. At FCCS each high school teacher is responsible for his or her late work practice. However, the high school teachers must maintain a minimum standard of:

- **Zero (0) when work is late.** Students may turn in the assignment a day late for an additional grade. The zero stands on the original due date and the grade that the student makes from the late work turned in will be entered as a second grade.
- For an Upper School student when a **special project (major test grade)** is turned in late, **10%** is deducted from the student's grade on the assignment for each class day the assignment is late.

Makeup Work:

EXCUSED ABSENCES:

Students with excused absences are allowed to make up work within a reasonable length of time. As a general rule, students are given the same number of days to make up the work as the number of days absent, not to exceed five days. Project due dates and/or Major assessment days announced at least one week in advance are not delayed when the absence occurs on the day before the project/assessment due date. If excused absences occur in such a way as to create an “incomplete” on the report card, the work must be completed within five (5) class days after returning to school. Special consideration, however, is given to students missing several days in a row or those too ill to prepare for school. All special consideration requests must be given to the teacher prior to the expected due date for make-up work.

Teachers will assist students in making up work. It is the responsibility of both the parent and student to work with the teacher(s) to determine what work has been missed and see that it is completed and returned in a reasonable length of time. When a student misses the due date for make-up without an approved delay, the teacher is no longer technically obligated to assist the student in making up the work and the penalties for late work apply. Students are not permitted to miss regularly scheduled classes in order to make up work.

UNEXCUSED ABSENCES:

If a student receives an unexcused absence all course work and homework assignments are due. Class work and assignments must be completed and turned in, but will not receive credit or a zero. Not turning work in or turning in work that is less than an 80 will result in a zero.

Semester Examinations:

All students, including seniors, are required to take semester examinations in every course in the fall semester. In the spring semester, students (in grades 8-11) maintaining a 90 in the third quarter and a 90 in the fourth quarter are exempt. Exempt students are not to be on campus during their exempt exam.

Written examinations are not given early for any reason. Written examinations are given in the following departments: English, Mathematics, Science, Social Studies, and World Language. Written or performance exams are given in all other subject areas. Each semester is divided into two grading periods and one semester exam. The semester examination will count as 20% of the semester grade, and each of the two grading periods will count 40% each.

Students taking semester exams will remain in class until the time allotted for the exam period ends. These tests are cumulative for a full semester only. Semester test schedules can be found on the school website and on the calendar.

Senior Finals:

Seniors must maintain a passing grade in the **spring** semester to be exempt from the exam. Seniors who are failing are required to take the exam (during the same time as the other students). Any student who has not completed graduation requirements will not receive a diploma.

F. Classroom Management/ Information

Electronics Policy:

The use of phones/computers/tablets is expressly prohibited without prior approval by the teacher or administration. Devices will remain out of sight and in the off position. Failure to comply will result in the confiscation of the device. Parents will be contacted and be required to pick up device from the office.

Remember any emergency call can be placed from the office phone.

Research Papers or Major Grades:

Must be turned into Turnitin.com for a check on plagiarism. Printed or emailed copies are not accepted.

Missing Notes/Assignments:

Regular attendance and punctuality are expected. All students are responsible for obtaining missed notes and assignments.

Bathroom/Water Breaks:

USE YOUR 3 MINUTES CLASS TRANSITION WISELY. No one will be permitted to use the bathroom or go to the water fountain during the first 30 minutes of class

Sports:

Sports are a privilege. Student athletes are required to get assignments, and turn assignments in on time or **PRIOR** to departure of a sporting event. Failure to do so will result in a late grade.

Rules:

- Be respectful to all;
- Be prepared with all homework and materials when the bell rings; AND
- Follow all classroom procedures, directions and policies.

Consequences:

- Verbal Warning;
- Parent Contact & Detention;

- Visit Administration;
- **Severe (Directly to Administration)**

Rewards:

- Homework Pass;
- Drop a Quiz Score.

Conduct Grade

Parents will also be informed of their student's conduct by the nine-week report card that will have an evaluation of conduct for each of the courses in which the student is enrolled. The following marks are used in grades Kindergarten – twelfth.

- 1** = Student always or virtually always conducts himself or herself in a manner that contributes to the learning atmosphere in the class.
- 2** = Student conducts himself or herself in a manner that contributes to the learning atmosphere in the class. (All students start each quarter with this level)
- 3** = Student contributes to the learning atmosphere in the classroom but occasionally (once every week to two weeks) interferes with the learning process. Student has teacher documented information related to the infraction. Student's behavior is not severe enough to send to the office for disciplinary action.
- 4** = Student hinders the learning atmosphere in the classroom interfering with that process at least once or twice per week. Student's behavior is severe enough to send to the office for disciplinary action.
- 5** = Student consistently interferes with the learning atmosphere, disrupting it anywhere from once every other day or more than once per day. Student's behavior is severe enough to send to the office for disciplinary action and the student is in danger of suspension or expulsion.

Each student will start each grading period with a 2. Students who have not been sent to the office for a disciplinary offense will receive a conduct grade of a 1, 2, or 3 in that class for that grading period. Students that are sent to the office for a disciplinary offense in which the Head of School agrees that the offense warrants a trip to the office, will receive a 4 or 5 in the conduct grade for that grading period.

H. Communication

I want to foster an environment of open communication between student-parent-teachers. I can be reached by e-mail at jquick@foothillschristian.org or by calling the school office (406) 452-5276. I am open to meeting with students and parents one on one, by appointment during my prep periods or after school.

Information on dress code, school events, handbooks, etc. can be found on our school app and website www.foothillschristian.org

Information regarding student grades is available on **FACTS** (previously Renweb). I encourage you to access student grades frequently, so as to minimize any confusion regarding grades and late/missing assignments. There is a link to FACTS on the school app and website www.foothillschristian.org.

Information regarding what we are doing in the classroom can be found on **Planbook**. It will provide my lesson plans from all prior weeks, and students will have access up to the current week. You will be able to access this back to school packet from Planbook as well, under the first day of school.

To access Planbook:

1. www.planbook.com
2. Click on “Student View”
3. Type my email as your user ID: jquick@foothillschristian.org
4. Student Key: Falcons22

Lesson plans for the week are typically finalized the Friday before, however, lessons are often subject to change depending on how quickly the students learn things or events that were unexpected.

Students will all have access to **Google Classroom**. Their access is their school-issued Google ID and password.

Supplies:

For my class specifically, you will need one 3-ring binder (1”) and a set of dividers You will need a notebook/paper, pens/pencils, and highlighters. Students in Montana History should have one set of basic color pencils.