Foothills Community Christian School

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Class Information

Teacher: Hayden Stephens

Subjects: 12th Grade Physics

Earth and Space

Biology

6th Grade Earth Science

11th Grade Bible History

Middle School PE

11th and 12th Grade Health Class

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Personal Biography

My name is Hayden Stephens, I am from the Southeast, and I have moved here to Great Falls Montana to teach Science from a Christian perspective. So many have asked why I have moved 2,200 miles from home to a place I have no family or familiar surroundings. This is not my concern. I am rather concerned with helping raise our next generation prepared for the world which embraces humanistic virtues in favor of practical biblical truth. I am a young man with a background in Aeronautical Physics. I earned my degree from Embry-Riddle Aeronautical University with honors. I expected to be in Great Falls, just not in the field of teaching. About three years ago, I was offered a position as an educator in the elementary level. After one year, I moved into the High school setting where I taught Physics and Biology. I stayed for two years and decided to move into the private faith sector of education. At this point, I stumbled upon FCCS, and have loved being apart of the team ever since. Never have I been able to teach from the biblical truth I desperately held from my students while in the public school setting.

I have coached Swim team and Track team respectively, specializing in long distance in both. Students here will have the fortune of having me for the duration of their scientific education. One which I look forward to fostering creative and logical thinking. When it comes to teaching itself, I am a great motivator. I believe my success as a coach provides the best account for this. Give a child the tools necessary for success and they will exceed the standard. Obstacles may be remedies with time, patience, and humility. Discipline should be fair, ultimate, and crystal clear. I have helped mold champions academically and athletically, so why not you?

Mr. Stephens Teaching Philosophy

Be Accountable. Be Genuine. Teach More.

Purpose and Goal of Education

The issue I faced in the public school was ultimately the fallacy of deception. Without answering students with truth, biblical and spiritual, in their "big questions". It leaves them feeling empty and lost when you attempt to explain in a politically correct manner. The Bible is the literal Word of God. It is not a book or a piece of historical text. It is God's word to his people in order to navigate through a broken, flawed world. If I can answer those "big questions" while teaching, then I have succeeded.We are here to educate how God made the world scientifically and carefully. Crafted, Carved, and shaped just for us through real world processes we see today.

Nature of the Learner

Students are blank slates. With the potential for greatness as equal to the potential to failure. It is entirely up to the student which route to take during their education. Regardless of academic success, there are always other roads in life if a student chooses to deviate from academia. However, with utter certainty, academic success usually equates to lifelong success. However a student defines success, it is my objective to get them there. Let me help guide you where I may, and success will find you.

Role of the Teacher

I am a huge believer in rewards. Rewards are incentives which are physical representations of good acts. Whether behaviorally, academically, or athletically. It is not praise, praise is a design of favoritism. Rewards are objective and hold no bias. They are merely a representation of achievement. Students must make their own conclusions. This includes the matter of faith.

The Nature of the Learning Process

We cannot make someone believe the same faith walk of each teacher. I've seen believers lose faith, I've seen the faithless come into faith. It is an individual commitment to our Lord and heavenly Father. These are perhaps the most intimate human conditions we are given. I will do my utmost to teach from a Christian perspective. Answering from biblical truth and nothing more. I will give students the information necessary to form their own conclusions, and will not encourage secular humanism as virtuous.

The Selection Process of the Scope and Sequence

God's Living Word should be the leading ideals behind how we teach from a scientific point of view. Although science has a reputation for being in conflict with christianity, it is the method in which we discover creation best. It is the logic of God in which we see his intelligent design in place of random dissociation. Science is not the enemy, it is how creation was willed into existence. Where some see only an indistinct line of nucleotides, I see God's hand at work.

Discipline Plan

I. Verbal Redirection

II. Call to Parent/Guardian and Detention

III. Visit with Administration

IV. Immediate ejection to Principal's office

V. Review of Student by Admissions Board

Behavior

Students may be sent out of class at any moment dependant upon their effect on other student's learning environment. It is unfair to even one other student to maintain a hostile or otherwise negative learning environment. They will be sent to a designated, partner teacher to finish their work in a separate learning environment. If student refuses to work, this will double their infraction in teacher notes to administration. The ultimate goal is to create an environment all students may feel free to grow, learn, and succeed. Even after students show signs of negative behaviors, I will attempt reintegration after distraction until I know the student must be sent out of the class for the day. Students are never punished academically, but they will be held accountable for their actions and words in any given environment. Students will have an appeal period to explain their actions, but only outside the classroom in the appropriate setting with administration.

Class Schedule

1st Period	Seniors: Physics	7:50AM-8:44AM
2nd Period	Sophomores Earth Science	8:47AM-9:41AM
3rd Period	Freshman Earth Science	9:44AM-10:38AM
4th Period	6th Grade Earth Science	10:41AM-11:35AM
5th Period	11th Grade Bible History	11:38AM-12:32PM
6thPeriod	Middle School Physical Education	1:39PM-2:33PM
7th Period	11th and 12th Health Class	2:36PM-3:30PM

Wednesday Chapel Schedule

HIGH SCHOOL	Start	End
1	7:50	8:40
2	8:43	9:33
3	9:36	10:26
4	10:29	11:19
5	11:22	12:12
CHAPEL	12:12	12:42
LUNCH	12:42	1:12
CHAPEL	1:12	1:44
6	1:47	2:37
7	2:40	3:30

Grading Procedures and Academic Expectations:

A: 90%-100%

B: 80%-89%

C: 70%-79%

D: 60%-69%

F: 0%-59%

1st Nine Weeks - 40%

2nd Nine Weeks - 40%

Exam or Activity - 20%

Academic Review (Report Card)

3rd Nine Weeks - 40%

4th Nine Weeks - 40%

Exam or Activity - 20%

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.

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.

SCIENCE – EARTH SCIENCE
SIXTH GRADE

Students will examine the nature of God in their journey to understand the world in which they live. They will examine the written truth and its relationship to the natural world-His creation. Students will develop the concept that the Bible and the findings of Science do not conflict. They will learn science skills to help them accurately acquire, classify and interpret data. Students will know that His creation was created as a reflection of His perfect love for them. Students will examine the nature of God in their journey to understand the world in which they live. They will explore the written truth and its relationship to the natural world, which is His creation. Students will develop the concept that the Bible and the findings of science do not conflict. They will be able to use grade appropriate science skills to accurately acquire, classify, communicate, predict and measure data. Students will be able to process changes in objects, events, and natural phenomena by making and understanding models and observations, taking measurements and formulating hypotheses. Students will become more proficient in designing grade level scientific investigations, gathering data, processing information and drawing appropriate conclusions.

SCIENCE - HEALTH

This course will prepare students for the wider world after graduation. General health, dietary needs, anatomical studies, and sexual education will be the primary learning objectives of this course. Students will also be introduced to the fundamentals of First Aid. This encourages students to seek young professions involving lifeguarding or gym positions involving the safety of others.

SCIENCE – PHYSICS

There is no better way to understand God's glory and power than through an analysis of how His creation follows a set of consistent laws involving matter and energy that can be predicted and are revealed through a study of Physics. This course is modeled after an introductory algebra-based physics course for science majors. Its emphasis is equally divided between developing a conceptual understanding of the major topics of physics and developing problem solving skills in those topic areas. Algebra and trigonometry will be used extensively throughout the course. Emphasis will be put on understanding the theories at hand and identifying them in everyday life from a biblical perspective. A laboratory component accompanies the classroom element in the course. Students will be expected to undertake and report on laboratory projects related to the topics (Kinematics – the study of the motion of matter and energy, rotational motions and behavior of fluids and solids, electricity and magnetism, waves and light and Modern Physics) in the class.
Prerequisites: Geometry and Algebra 2
Intended Grade: 10-12
Length: 1 year

Honors Credit: No

SCIENCE – BIOLOGY

Biology is the study of God's order, provision, and reasonableness as revealed in His physical creation. Students will find that the evidence identified by science can only be fully understood with a biblical perspective. Students will develop the concept that the Bible and the findings of Science do not conflict. This is a laboratory science course covering the major areas of the living world with special emphasis on studies of the structure and processes in organisms, ecosystems, heredity, and biological processes. Students will investigate scientific phenomena through three-dimensional learning. An emphasis will be placed on scientific practices. The students will investigate and learn about the following topics: 1. From Molecules to Organisms: Structures and Processes • DNA structure, levels of organization, homeostasis, cell division, photosynthesis, cellular respiration, chemistry of living things 2. Ecosystems: Interactions, Energy, and Dynamics • populations, nutrient cycles, ecosystems, human impact, group behavior 3. Heredity: Inheritance and Variation of Traits • chromosomes, meiosis, genetics, inheritance 4. Biological Evolution and Intelligent Design: Unity and Diversity • Natural selection, adaptations, and speciation.
No Prerequisites.
Intended Grade: 9-10
Length: 1 year
Honors Credit: No

SCIENCE – EARTH AND SPACE SCIENCE

Earth and Space Science (ESS) is a high school science course that is designed as a capstone course that would build on students' prior scientific and academic knowledge and skills to develop an understanding of Earth's system in space and time. Students will examine the nature of God in their journey to understand the earth and space that God created. They will examine the written truth and its relationship to the natural world and universe-His creation. Students will develop the concept that the Bible and the findings of Science do not conflict. They will learn science skills to help them accurately acquire, classify and interpret data. Students will know that His creation is a reflection of His perfect love for them. They will explore the written truth and its relationship to the natural world and the universe.

The course follows an Earth systems approach to address three themes: (A) Earth in space and time, (B) solid Earth, and (C) fluid Earth.

A) Earth in Space and Time. Earth has a long, complex, and dynamic history. Advances in technologies continue to further our understanding of the origin, change, and properties of Earth and planetary systems within a chronological framework. The origin and distribution of resources that sustain life on Earth are the result of interactions among Earth's subsystems.

(B) Solid Earth. The geosphere is a collection of complex, interacting, dynamic subsystems linking Earth's interior to its surface. The geosphere is composed of materials that move between subsystems at various rates driven by the uneven distribution of thermal energy. These dynamic processes are responsible for the origin and distribution of resources as well as geologic hazards that impact society.

(C) Fluid Earth. The fluid Earth consists of the hydrosphere, cryosphere, and atmosphere subsystems. These subsystems interact with the biosphere and geosphere resulting in complex biogeochemical and geochemical cycles. The global ocean is the thermal energy reservoir for surface processes and, through interactions with the atmosphere, influences climate. Understanding these interactions and cycles over time has implications for life on Earth.

ESS has three strands used throughout each of the three themes: (A) systems, (B) energy, and (C) relevance.

(A) Systems. A system is a collection of interacting physical, chemical, and biological processes that involves the flow of matter and energy on different temporal and spatial scales. Earth's system is composed of interdependent and interacting subsystems of the geosphere, hydrosphere, atmosphere, cryosphere, and biosphere within a larger planetary and stellar system. Change and constancy occur in Earth's system and can be observed, measured as patterns and cycles, and described or presented in models used to predict how Earth's system changes over time.

(B) Energy. The uneven distribution of Earth's internal and external thermal energy is the driving force for complex, dynamic, and continuous interactions and cycles in Earth's subsystems. These interactions are responsible for the movement of matter within and between the subsystems resulting in, for example, plate motions and ocean-atmosphere circulation.

(C) Relevance. The interacting components of Earth's system change by both natural and human-influenced processes. Natural processes include hazards such as flooding, earthquakes, volcanoes, hurricanes, meteorite impacts, and climate change. Some human-influenced processes such as pollution and unsustainable use of Earth's natural resources may damage Earth's system. Examples include climate change, soil erosion, air and water pollution, and biodiversity loss. The time scale of these changes and their impact on human society must be understood to make wise decisions concerning the use of the land, water, air, and natural resources. Proper stewardship of Earth will prevent unnecessary degradation and destruction of Earth's subsystems and diminish detrimental impacts to individuals and society.
No Prerequisites.
Intended Grade: 9-10
Length: 1 year
Honors Credit: No

MIDDLE PE

Students will be introduced to the fundamentals of group physical fitness through drilling, repetitive motion, and data tracking their results. There will be a balance between fun gym activities which will be used for recovery and then there will be the days you here about where we will incorporate muscle group specific exercise to train students into segmented workouts. Ultimately we want our students to cultivate the feeling of athletic achievement while still having fun. Student will be required to dress out into appropriate gym attire daily. Make sure to bring a refillable water bottle for your student. Results of physical fitness will be posted quarterly.

Grade Distribution:

Tests: 50%
Quizzes: 20%
Homework/Classwork: 20%
Presentation Grades: 10%

Students will be expected once per unit to work in their partner pairs or small groups to present subject related material through presentations to their peers. Whether this is a group or partnered assignment is dictated by my preference and class size. We want enough presentations where each student shows adept and unique knowledge contributed.

If students do not complete an assignment and are present for the school day, it will be entered in with a score of 0. Makeup is subject to parental confirmation of excuse claims. A maximum of 5 days are allowed for makeup. This is a 1:1 system where one day missed gives the student one day to makeup the assignment and classwork assigned.

Classroom Freedoms

Students maintain certain freedoms while behavior and academics are in good repair. These include personal student rewards (food or drink), selective seating, and prioritized assessments. This, in my experience, is the best balance between order and classroom chaos. You decide the discipline and freedom path.

Phone policy is exactly the same as the other teachers. Out of sight, out of mind. I will take your phone and you will not get it back until the end of the day when your parents pick it up. There will be times we use them for class instruction, student ambassadors may video experiments with verbal permission. Just make sure to ask kids.

Believe it or not, there's a ton of science videos out there pertinent to our worldview. If the class wants to work toward a movie day with relevant subject matter, it can be designed. Academics and behavior come first.

We will be handling a variety of materials throughout the year. Administration will have ultimate say on who continues to do experiments. If a student abuses lab equipment, handles them improperly, or endangers others through their use, they are subject to administrative judgement. This may result in future labs and presentations becoming entirely observational rather than proactive. Don’t play with lab equipment, it is equally fun as it can be dangerous.

Consequences if academics or behavior decline are assigned seating, loss of recreational learning methods, additional written reports, and limiting of extracurricular labs.

Good to me, good to you is my ultimate rule. Ask yourself before you do something. If it is in any way not good to me or others, it is not good for you.
Science class should be a reprieve from other curricular activities. Make the most of it or do not, it is ultimately up to you.

Electronic Policy: The use of phones/computers/tablets/headphones/earbuds/etc. is not permitted in class unless prior approval from the teacher has been granted. Please keep cell phones in the off position and out of sight. Failure to comply will result in the confiscation of your device.

● Late Assignments: See above under section titled "High School"
● Research Papers or Major Grades: Must be turned into Turnitin.com for a check on plagiarism. Printed or emailed copies are not accepted.
● Students are responsible for getting missed notes and assignments. Regular attendance and punctuality are expected.
● 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 is a privilege, 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.

Consequences:
● Verbal Warning
● Parent Contact & Detention
● Administration
● Severe (Directly to Administration)

Communication

I teach during every class period and am unavailable during school hours to have a phone call or email correspondence in length. My office hours are from 3:40PM -5:00 PM at which point I am available to speak on any potential academic or behavior challenges.
School: (406)-452-5276
Cell: (704) 678-1522
E-mail: hstephens@foothillschristian.org
I am available through zoom which we can setup via email. This is the best way to communicate any potential issues. These should last about 15 minutes for each parent. I have 107 families. I serve as science, bible, and gym teacher so please be mindful of time.

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

www.foothillschristian.org
I encourage you to use RenWeb/FACTS. It is a great tool of communication and can cut down on any confusion concerning grades and/or assignments, late assignments, missing assignments, etc. I also encourage you to use Planbook to keep informed on what we are doing in the classroom, as well as be able to access my back to school packet with information regarding all my classes (It will be attached to all my classes on the 1st week of the school year, and will be accessible all year)

Planbook Access:
1. www.planbook.com
2. Click on “Student View”
3. Type my email: hstephens@foothillschristian.org
4. Student Key: Falcons22