

# FRIENDSHIP

---

CHRISTIAN SCHOOL

## ACADEMIC HANDBOOK



5510 Falls of Neuse Road

Raleigh, NC 27609

Phone: 919-872-2133

Fax: 919-872-7451

*[www.friendshipchristian.net](http://www.friendshipchristian.net)*

**Non-discrimination policy:** Friendship 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 at the school.

**MISSION:**

Friendship Christian School seeks to provide an excellent educational experience from a biblical worldview in order to produce the next generation of well-rounded servant leaders.

**VISION:**

Friendship Christian School will be a compassionate community where knowledge is pursued with excellence, where faith is rooted in Christ, and where character is exemplified through service. We are dedicated to creating a caring and nurturing environment, producing life-long learners, creating disciples of Christ and enriching students' lives.

**CORE VALUES:** (Based on the premise that the Scriptures are the supreme and final authority for faith and practice)

- Community—creating a caring and nurturing environment by
  - fostering interactive, supportive partnerships with the home
  - securing a faculty of Christlike, committed mentors who will nurture, challenge, and equip students
  - encouraging student leadership throughout the student body
- Knowledge—producing life-long learners by
  - offering a comprehensive academic foundation from a biblical worldview for students at various ability levels
  - developing critical thinking skills in our students
  - equipping students to effectively apply acquired knowledge
  - preparing students for the ever-changing challenges of the 21<sup>st</sup> century
- Faith—creating disciples by
  - assisting students in developing a personal relationship with Jesus Christ
  - teaching students to articulate the biblical foundations of the faith
  - enhancing spiritual growth through mentoring
  - providing missions opportunities that will impact others for Christ
- Character—enriching students' lives by
  - developing excellence in fine arts
  - fostering an environment of physical well-being through a variety of athletics
  - offering opportunities to serve the community

**ACCREDITATION, QUALIFICATIONS AND MEMBERSHIPS:**

- FCS is accredited on three levels:
  - State Level - North Carolina Christian School Association
  - Regional Level – Middle States Association
  - National Level – American Association of Christian Schools
- Our teachers hold various degrees and are certified through the North Carolina Christian School Association.
- We hold membership in the American Association of Christian Schools, the North Carolina Christian School Association and the National Honor Society.
- Friendship Christian School meets the standards set forth by the Fire, Health and Safety Departments of the State of North Carolina.



- Information acquired over the Internet is at the user's risk and must be verified for accuracy. Friendship Christian School does not control, and thereby cannot guarantee, the quality of the information provided.
- FCS reserves the right to examine, copy or delete any files that may be held on its computer systems and to monitor any Internet sites visited. Failure to adhere to FCS policies on computer use will result in disciplinary action and/or loss of privileges.
- The Internet will be accessed ONLY with permission from the teacher/staff member-in-charge.
- Students will avoid tampering with hardware or software and introducing or using computer viruses.
- Students will not issue any personally identifiable information such as addresses or telephone numbers over the Internet.
- Posting anonymous messages and visiting chat rooms is prohibited.
- Downloading of any data or programs from the Internet is not permitted without teacher approval.
- Although FCS Internet access is filtered, potentially offensive material could pass through. Students must report these to a teacher. This includes, but is not limited to, sites with any sexually explicit implications, material and/or photographs, racial slurs or questionable material contrary to Christian standards.
- Personal use of computers including, but not limited to, the following is not allowed: commercial activity (defined as buying, selling, bartering or advertising), political purposes, trading or betting.
- Students may not do any of the following when using FCS computers:
  - Delete, copy, alter or move any files on the computer other than as directed by the instructor.
  - Alter any system settings, icons or configuration.
  - Attempt to alter and/or bypass any and all security.
  - Any activity that threatens the integrity of the school's internal systems or attacks or corrupts other systems.
  - Re-boot any system without specific instruction from the teacher.
  - Attempt to install, run, or distribute any unapproved software.
  - Cause any physical damage to any equipment.
  - Use any system without supervision and specific authorization.
  - Type any inappropriate messages, notes, etc.
  - Share their password or attempt to logon with any ID other than their own.
- Students will face disciplinary action by participating in any of the following internet activities ON OR OFF CAMPUS:
  - Posting messages or materials containing blasphemy: Messages that show irreverence for God, Jesus Christ, and those things held to be holy by the Word of God; messages that directly contradict the FCS Statement of Cooperation and/or FBC Statement of Faith.
  - Accessing or promoting materials that are prohibited by the FCS standards of conduct as outlined in the Parent/Student Handbook, which includes music.
  - Posting pornographic material: Sexually explicit pictures, writing or other material whose primary purpose is sexual in nature.
  - Using inappropriate language: Restrictions against inappropriate language and/or messages apply to public messages, private messages, and material posted on web pages, including music. Inappropriate language includes obscenities, profanity and vulgarity.
  - Making harassing or defamatory statements: Messages that contain personal attacks or discriminatory language; messages that are knowingly false or defamatory; messages containing inflammatory, threatening or disrespectful language.
- Students are allowed to maintain personal websites and blogs provided the following rules are adhered to:
  - The parent and student understand that if any site or message, public or private, is found to contain prohibited material, the student will be held accountable.

- The monitoring of the site or blog is the responsibility of the parent. Parental ignorance of such sites or blogs is no excuse.
- FCS may discover such sites and blogs and the material contained therein through monitoring and third party information.
- Violation of the Computer/Internet Policy may result in discipline up to and including expulsion from Friendship Christian School.

### **CONTACTING THE TEACHERS:**

The preferable way to get in touch with a teacher is to through email. A list of emails is available on the school's RENWEB website. Your call or email will be returned as soon as convenient. Be considerate at all times of your child's teacher and his/her time away from school. Please do not discuss school business with them at ballgames or at church, if at all possible. Teachers' home phone numbers are NOT given out to anyone. Please do not attempt to call them at home unless it is an emergency. You may leave a message for them at the office.

### **EARLY DISMISSALS:**

Early dismissals will be granted and the student will be allowed to leave early only when prior arrangements have been made for doctor's appointments, etc. and a note with the time of dismissal signed by parents is sent to school on the day he is to leave early. We ask that parents check with the Administration before taking children out of school so that work can be completed beforehand.

### **FIELD TRIPS/CLASS TRIPS:**

- Field trips are enjoyed throughout the year to provide extracurricular learning opportunities for the students.
- A blanket permission form is signed by all parents at registration. This permission form will cover the following field trips:
  - 6<sup>th</sup> grade – North Carolina Zoo\*
  - 7<sup>th</sup> grade – Fort Fisher, North Carolina Aquarium\*
  - 8<sup>th</sup> grade – Williamsburg, Virginia\*
  - 9<sup>th</sup> grade – Portsmouth, Virginia\*
  - 10<sup>th</sup> grade – Creation Museum\*
  - 11<sup>th</sup> grade – Washington, DC\*

*\*Note: These educational field trips will have assessments (test grades) attached to them. Students are expected to attend.*
- For other field trips, a specific form will come home before the actual trip takes place. Written permission forms must be signed by parent or guardian and returned to the teacher before a student goes on a trip. Verbal consent will not be accepted.
- Chaperones must observe the school dress code and standards of conduct.
- Athletic and Fine Arts group trips do not require a separate permission form. The blanket permission form signed at registration covers these trips.
- Electronic entertainment devices may not be taken on field trips, class trips or athletic trips (unless approved by the Administration for extended trips). Headphones are never allowed.
- FCS recognizes the tremendous responsibility of its faculty and students to be examples of Christ through their testimony on and off campus; therefore, students who have failed to meet the behavioral standards established on campus may forfeit the right to participate in class field trips. Middle and high school students who have multiple active detentions or a suspension may be unable to participate.

**GRADING SCALE:** (up to 8th grade)

Letter Grade	Percent	Rating
A	93-100	Excellent
B	85-92	Above Average
C	77-84	Average
D	70-76	Fair
F	69 & below	Failing
I	N/A	Incomplete

Incomplete indicates that an insufficient amount of work was completed to receive a letter grade. Incomplete work must be accomplished within one week of the previous grading period or a ZERO will be recorded.

**GRADING SCALE:** (9<sup>th</sup>-12<sup>th</sup> grade)

Letter Grade	Percent	Rating
A	90-100	Excellent
B	80-89	Above Average
C	70-79	Average
D	65-69	Fair
F	64 & below	Failing
I	N/A	Incomplete

Incomplete indicates that an insufficient amount of work was completed to receive a letter grade. Incomplete work must be accomplished within one week of the previous grading period or a ZERO will be recorded.

## **HOMEWORK:**

- Homework is given for the purpose of drill, for practice, for remedial activity, and for special projects.
- General guidelines for homework are available from individual teachers. Time spent on assignments may vary depending upon the student's academic strengths and motivational level.
  - K – 2nd grades - 30-45 minutes
  - 3 – 6 grades - 45 to 60 minutes
  - 7- 8 grades - 90 minutes
  - 9-12 grades - 90-120 minutes or up to about 30 minutes per subject
  - Honors/AP/Dual Credit classes should expect additional work.
- Many families attend mid-week services at their churches. Homework is therefore assigned on Monday, Tuesday, Thursday and Friday nights. If homework is scheduled for students on Wednesday (rare occasion due to schedule), students are usually given a week's notice in order to make adequate preparation. Teachers must obtain permission from the Administration in advance.
- Homework is not assigned over extended vacations.
- Homework modifications are usually made on days when special school functions take place and when special meetings at Friendship Baptist Church are scheduled for the evening.
- Teachers will provide class calendars or use RENWEB to facilitate communication regarding assignments, tests, quizzes and special school functions.
- Homework should meet the guidelines and expectations of the classroom teacher.

## **HONOR ROLLS:**

- Students who have A's, A's/B's, or all B's in all of their courses are put onto respective honor rolls quarterly. During the end of the year Awards Assembly, students who have received A's in all of their courses for the year average receive a recognition certificate for the A Honor Roll. Likewise, students with A's and B's in all courses for the year average receive a certificate of recognition.
- Students can receive no "N's or U's" for elective classes.
- Students who have all 4s and 5s for their citizenship marks are put onto the citizenship honor roll for the year. These students also receive a certificate at the end of the year Awards Assembly.

## **MAKEUP WORK:**

- When a student is absent, he is still responsible for homework. Projects/long range assignments are due on the date assigned.
- Call another student (or two) for assignments (someone who is reliable).
- Check the teacher's homework page on RENWEB
- Schedule ahead if he is going out of town.

## **UNEXCUSED ABSENCES:**

- Should a student know that he is going to be absent and that it will be unexcused, he should go to each of his teachers and make arrangements for all tests, quizzes, and assignments to be made up prior to the absence. At the discretion of the teacher, the student may be given an extension and be allowed to complete his makeup work on the first day back from the absence. Communication is the key, and it is each student's responsibility to personally communicate with his teachers.
- Students must make up all missed assignments. Grades are automatically deducted seven points if the absence is unexcused or the child does not return with a note. Grades then follow the chart for excused absence course make up listed below.

## **EXCUSED ABSENCES:**

- Students will be given one day to make up school work for every day that they are absent from school, excluding the actual day they return to school IF THEY RETURN WITH AN EXCUSED NOTE. ANY child that does not bring in a note the day that they return will be required to make up all work that day or take the seven point deduction. Teachers may use discernment and give an extension in unusual circumstances, especially if they know that a student has much work to make up, plus tests.
- If a student misses a test due to a music lesson, drama rehearsal, field trip, etc., the student must make arrangements personally with each teacher to make the test up that very same day. It is not fair to the other students for that student to have an additional night to prepare for a test. He must take the test that day if possible.
- If a student misses his deadline on makeup work and tests, it is now considered late and unexcused. Here is the policy that students will abide by:
- Days past the deadline Penalty (deducted after the work is graded)
  - 1 -- 7 points
  - 2 -- 14 points
  - 3 -- 21 points
  - 4 -- 28 points
  - 5 -- 35 points
  - 6 -- 0% will be given as the grade
  - Example: Bob is out for three days due to sickness. During this time, he misses a quiz in history. He returns to school on Friday. He gets 3 days (excluding the day he comes back) to make up the work. He would have through the next Wednesday to make it up without any penalty whatsoever. Bob, however, does not make the quiz up until Thursday. (He is one day over the deadline.) His actual score on the quiz is an 81. Since he is 1 day past the deadline, 7 points will be subtracted, lowering the grade to 74.
- Another important policy regarding quizzes and tests . . . even if a student comes in late or leaves early, he is still required to take whatever tests were given that day before he leaves. He must get with the teacher to schedule a time to take it. The teacher may choose to give it the next day. Example: A test is given 1st period and John gets to school 3rd period. He must take the test that day before he leaves school. It is his responsibility to contact the teacher. Let's say he waits and takes it the next day; it would be considered one day late and 7 points would be subtracted from his actual grade. If he waits 3 days before finally remembering, 21 points would be subtracted.

## **PERSONAL TRIPS:**

- Continuity is important in the progress of your child's success. Families are encouraged to plan family vacations during non-school times. However, if your child must be out of school for personal trips, parents should make arrangements with the teacher prior to the trip for the scheduling of make-up class work, homework and tests.
- Permission is to be received 5 days in advance if it is to be excused. Students should obtain a Pre-planned Absence form from the office or school website. Students should take this form to the teachers to complete and then turn it in to the office. If permission is not granted, assignments may be deducted 7 points. Remember that a student, grades 6 -12, having more than 10 absences per year, excused or unexcused will not be exempt from exams.



## **PLAGIARISM**

- Plagiarism in any form is considered cheating and may result in the following discipline: zero on work, 3-4 demerits and afterschool detention.

## **PUPIL AND CUMULATIVE RECORDS:**

- All student records are kept in the office. All records are confidential. Teachers use discretion in reviewing a student's record. When a student withdraws during the year, a withdrawal form must be completed. A request for transfer of record must be completed by a parent or guardian before official records are released to the other school. An unofficial transcript or report card of a student's grades should be obtained from Renweb by the parent.
- When transferring at the end of the year, records and transcripts will not be released when a student's tuition and/or fees account are not paid in full at the end of a school year, or if an account is delinquent during the school year. Another school must request official records to be released to that school.

## **RENWEB:**

- FCS uses RENWEB as a way to share lesson plans, homework and grades, under password protection, on the ParentsWeb service. Parents can check their student's progress from any location via the web! RENWEB provides parents password-secure access to their children's data such as:
  - Attendance
  - Daily Grades
  - Progress Reports
  - Report Cards
  - Transcripts
  - Lesson Plans
  - Homework
  - Missing Assignments
  - Discipline
  - Teacher Websites
  - Customized Web Surveys & Tests

## **REPORT CARDS:**

Report cards can be accessed through RENWEB about one week after the quarter ends. An email is sent to notify families when report cards are available. All outstanding tuition and fees must be paid before a student's final report card is issued. Report cards may be held and RENWEB access denied at the discretion of the administrator if accounts are outstanding at the end of the 1st, 2nd, and 3rd quarters. Students leaving the school during the school year for any reason must have all tuition, fees and fines paid through the semester they withdraw prior to report cards being distributed or having permanent records transferred to another institution.

## **SPECIALIZED LEARNING CENTER:**

Friendship Christian School recognizes the value of all individuals as "fearfully and wonderfully made" by God (Psalm 139:14). With this in mind, Friendship Christian School and the Specialized Learning Center are committed to partnering with the home to develop the spiritual and academic growth of all students.

## **ACADEMIC SUCCESS CENTER:**

- The Academic Success Center (ASC) is designed to assist students who have a documented learning disability, ADHD, or a processing deficit. While these students have the potential to learn, they may struggle to reach their potential in a regular classroom. This program supplements and reinforces classroom instruction for students who are enrolled in the ASC.
- The goal of the program is to encourage students who may have become frustrated with learning by helping them realize their true potential. We do this by recognizing their strengths and giving them the tools they need to gain success in areas of weakness. Students are carefully nurtured and encouraged, but also challenged to develop strong study and work habits.
- Resources for students in 1st-8th grades:
  - Small group resource classes are available for students who need additional help to catch up to grade level or who would benefit from a small group environment with a teacher who specializes in teaching students with learning disabilities, ADHD, and processing deficits. Classes offered are Resource Math and Resource English. These take place at the same time as the regularly scheduled grade level classes in those subjects. Students are assessed and grouped according to ability.
- Additional resources for students in 6th-12th grades:
  - Tutorial Study Hall is available to students who can keep up in the regular classroom but need daily assistance with study skills, organization, additional time for test-taking, and occasional re-teaching of material. Middle school students who are enrolled in English or Math Resource classes may enroll in Tutorial Study Hall also for assistance with their other courses.
- After a child has been approved and scheduled for the Academic Success Center, the cost of the program will be added to the student's annual tuition and distributed according to the desired payment plan.
- Only students who are enrolled in either a resource class and/or Tutorial Study Hall are eligible for an Individualized Student Plan (ISP), generated by the school. This ISP is an analysis and summary of the student's strengths and weaknesses, based on testing done by a licensed psychologist and the yearly testing done by the ASC teachers. The ISP team (regular classroom teacher, ASC teacher, and parents) would discuss and agree upon any necessary accommodations and modifications for all regular classes that the student takes.
- Students who are not enrolled in one or more ASC resource classes will not be given an ISP, and therefore will not have special modifications.
- Based on the courses that are successfully completed, these students (9th-12th grade) would be eligible for either a General Course of Study or a College Prep Course of Study.

**FOCUS LEARNING CENTER:**

Friendship Christian School is unique in that we accept students who have intellectual disabilities, Autism, Down syndrome, etc... Students in grades up to sixth may spend part of their day in the regular classroom and part of their day in a resource class targeted to their specific learning needs. As these students approach sixth grade, they may enter the Focus Learning Center which concentrates on general academics and life skills. Careful planning and review of the students' past academic performance and current cognitive and achievement levels will assist in making this decision. These students would be eligible to receive either a Diploma in an Occupational Course of Study or a Certificate of Achievement. The tuition for this program is listed under the Focus Learning Center on the Tuition and Fee Form.

## **SUMMER READING:**

- Students in all grades are encouraged to continue reading over the summer. Independent reading not only provides enjoyment for students and broadens their experiences, but more importantly improves their comprehension ability. Suggested summer reading lists will be posted.
- Summer reading is required by all high school English students and other high school classes.

## **TESTING POLICY**

- Elementary classes: teachers will send home a testing schedule in your weekly newsletter for advance preparation. Students usually do not have more than 2 tests per day and usually do not have tests on Thursdays. Changes in assigned tests will be communicated to the parent.
- Middle and High School classes: Teachers will give tests following the schedule below and will strive to follow this schedule faithfully.
  - Monday:
  - Tuesday: Science, Health, Spanish
  - Wednesday: Math and English
  - Thursday: Vocabulary (if needed)
  - Friday: Social Studies and Bible
- Because of vacation days and school closings, tests may occur on unassigned days. If tests are scheduled for students on unassigned days (rare occasions due to scheduling issues), students are usually given a week's notice in order to make adequate preparation. Teachers must obtain permission from the Director in advance.

## **TEXTBOOKS AND SUPPLIES:**

- Textbooks and supplementary books will be provided to each student. It must be emphasized that these books are the property of FCS and must be taken care of properly, including appropriate protective covering. Deliberate mutilation or defacing, or loss of any of these materials will result in full replacement price being assessed to the parents or legal guardian. Students may retain possession of "consumable" books.
- Certain books will require the student to cover the book to protect it for future use. The teachers will inform the students of which books need covered.
- Supplies are not furnished by FCS. Students are required to provide their own pencils, pens, paper, notebooks, and other such supplies and materials that may be required from time to time for individual teachers. Some classes may require the purchase of calculators, novels, art materials, etc.

## ELEMENTARY SECTION (Kindergarten-5<sup>th</sup> grades)

### ATTENDANCE:

- If an elementary student is absent more than twenty days during the year, his promotion to the next grade is jeopardized. Absences in excess of 10 per semester may result in extra outside of normal school day tutoring (\$20/half hr, \$30/ hr fee) or summer tutoring (fee).
- When a prolonged illness is documented by a physician, the Administration will make the final decision as to whether or not a student will pass or fail. Still, in order to be promoted or to receive credit, the student may need to attend one or two sessions of summer school.
- The Administration reserves the right to determine the type and quantity of remediation that will be required for promotion to the next grade.

### TARDINESS:

- Excessive tardies will place the student's promotion in jeopardy. Five tardies per quarter translates to a missed school day for promotion purposes.
- In K-5th grade, parents will receive a note from the teacher once the child has reached five tardies. If a child's attendance reaches 8 tardies, the parents will receive communication from the Administration. If the child continues to be tardy to school, it may affect the student's enrollment. Tardies to school disrupt the teacher's lesson and distract the children unnecessarily.

### GRADING:

- Elective classes are graded according to the teacher's stated criteria using Outstanding, Satisfactory, Unsatisfactory, and Needs Improvement as the grades.
- The majority of all core classes are graded according to the following format:
- $(\# \text{ of tests} \times 60\%) + (\# \text{ of quizzes} \times 40\%) = \text{Quarter grade}$ 
  - \*Teachers enter homework and projects in different ways
- $(1^{\text{st}} \text{ Q} \times 50\%) + (2^{\text{nd}} \text{ Q} \times 50\%) = \text{First semester}$
- $(3^{\text{rd}} \text{ Q} \times 50\%) + (4^{\text{th}} \text{ Q} \times 50\%) = \text{Second semester}$
- $(\text{First Semester} \times 50\%) + (\text{Second semester} \times 50\%) = \text{Final Grade}$

### KINDERGARTEN GRADUATION:

At the close of each school year, we have a very special school program. At this program, our kindergarten students display their academic skills, musical talents, and selections they have memorized. At the close of this assembly, our kindergarten students will receive their diplomas.

### PROMOTION:

A child must show consistent achievement and performance in his main academic courses (math, language, reading, etc.) to be promoted to the next grade. Students performing below average or failing their main academic courses should have summer tutoring or attend summer school to determine placement for the fall. The Administration reserves the right to make the final decision regarding promotions or retentions.

### PROMOTION GUIDELINES:

Students must pass all major academic subjects before being promoted to the next grade level. Major subjects include English, math, science, literature, and social studies. No more than 2 subjects that are failed may be made up in summer school. If a student makes more than 2 F's or 3 D's in major subjects for the yearly average, the student is required to repeat the grade.

## MIDDLE SCHOOL SECTION (6<sup>th</sup> – 8<sup>th</sup> grades)

### ACADEMIC ACHIEVEMENT:

- Acknowledgment of academic achievement within the school is made in the following ways:
  - Honor Rolls (both academic and citizenship)
  - Perfect Attendance
  - End of Year Awards Assembly in which Subject Awards are given
  - Sports Awards
  - Fine Arts Awards

### ACCELERATED MATH PROGRAM:

- This program will enable students to receive the ultimate preparation in math while enrolled in FCS. The math course sequence would be as follows:
  - 7th Grade PreAlgebra
  - 8th Grade Algebra I
  - 9th Grade Honors Geometry
  - 10th Grade Honors Algebra II
  - 11th Grade Honors Precalculus
  - 12th Grade AP Calculus
- The same minimum averages apply in the Accelerated Math program as in other "Honors" courses. The criteria used to enroll a student in the program as a 7th grader are:
  - Teacher recommendations
  - Overall GPA no less than 3.00
  - Grades in math during 5th and 6th grades of A or B
  - Above average Stanford Achievement Test scores
- Having a grade of an F, D, or C (without teacher recommendation to move forward and probable summer tutoring) would cause the student to repeat the math class the following year and lose the honor track option.

### ATTENDANCE:

- It is important that a student be regular in attendance to gain the most from school. A student that misses 12 days in a single semester or 20 days during the entire school year in any class may jeopardize their promotion to the next grade. Whether the absences are excused or unexcused does not change the promotion ruling.
- Any student missing more than twelve periods per semester in any class for any reason may not receive credit for that class even if all his grades are passing. He/she may be required to attend and complete a summer remediation program (fee) or an extended day program to make up time and content missed (hour for hour), at the additional cost of \$20/half hour and \$30/hour.
- Extracurricular: If a student is absent from school immediately prior to or following any school activity, that absence may be interpreted as unexcused. This applies specifically to any student who is absent in the morning following participation in any activity the previous night, or any student who is absent the afternoon (day) prior to an activity that evening. A student involved in athletics, fine arts or extracurricular activities may not participate in that activity (practice, game, or event) if he is absent the day of the activity. In order to be eligible to participate, a student must be in school 4 periods.

### TARDINESS AND SIGNING OUT EARLY:

- At the beginning of the day:
  - Students are expected to be on time for school. Middle school students must check in or out at the main school office when tardy or leaving early and present a note to the school secretary.
  - All tardies and early dismissals are considered unexcused except for illness, medical appointments, family bereavement, and detainment by the office or another teacher, if during the school day.
  - Five unexcused tardies at the beginning of the school day per quarter are considered to be an

unexcused absence and loss of perfect attendance for the year. Unexcused absences due to unexcused tardies do not affect a student's grades, only their exam exemption and perfect attendance.

- Five tardies or early dismissals are considered excessive if occurring in one 9 week grading period.
- Penalties:
  - 6<sup>th</sup> - 8<sup>th</sup> tardies – detention for each tardy
  - 9<sup>th</sup> - 10<sup>th</sup> tardies – two after school detentions for each tardy (there is a \$5.00 fee for the 4<sup>th</sup> detention and following per quarter)
  - 11<sup>th</sup> tardy – meeting with administration to discuss student's tardy issues
- Tardy to class:
  - When the bell rings, students are expected to be in class. If a student needs to meet with another teacher or administration, he must first let his teacher know where he will be and why he will be late.
  - After getting permission to be late for class, the student is then free to seek out the individual with whom he needs to meet. Following his meeting, he must get a note verifying his whereabouts and excusing him to class.
  - Every unexcused tardy is assigned the appropriate demerits. Five tardies per quarter to the same class counts as one day unexcused absence for that class towards exam exemption.
  - A tardy to class turns into an absence after 15 minutes into class.
- Signing out early:
  - If a student needs to be dismissed early, he must bring a note stating the reason and the time he needs to leave. This note should be given to the office first thing in the morning. It should then be shown to the teacher of the class he is leaving. He should then take the note to the office when checking out. If a student gets sick during school hours, he is to come to the office to have the staff call home or to get permission to use his cell phone.
  - A student must not leave without permission; this would equate to skipping a class.

#### **CLASS TIME REQUIREMENTS:**

The school day consists of 6 full class periods (50 minutes) plus a shorter 7th and 8th period. Classes meet for 18 weeks (2 quarters) or 36 weeks (4 quarters) depending on the course.

#### **COURSE PLANNING GUIDE: (Any courses listed are tentative and therefore subject to change.)**

- Optional Elective courses:
  - Choir
  - Band
  - Art
- Required Enrichment courses:
  - Physical education
  - Computer
  - Spanish
  - Courses split between 7<sup>th</sup> and 8<sup>th</sup> grade - Writing school papers/ Preparing for tests/ Taking test/ Taking notes/ Managing self and time/ Listening and Participating in class/ Using resources/ Reading textbooks

## USUAL SCHEDULE FOR STUDENTS:

6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Bible 6	Bible 7	Bible 8
English 6	English 7	English 8
History	World Studies	US History I
Science	Life Science	Earth Science
Math 6	Math 7/Pre-Algebra	Pre-Algebra/Algebra I
PE/Computer/Spanish	PE/Computer/Spanish	PE/Computer/Spanish
Optional elective	Optional elective	Optional elective
	Enrichment Classes	Enrichment Classes

## EXAMS:

- Exam periods generally occur at the end of each semester for each subject. Because of the large number of students and the susceptibility of many to lose tests that are taken home, FCS does not send home the exams. Students are not permitted to take exams from the classroom. If a parent would like to see an exam, an appointment can be made with the teacher for the parent to come by to see the exam and discuss the student's progress.
- Students in grades 6<sup>th</sup> – 8<sup>th</sup> may be exempt from exams at the end of the year (not semester exams) by averaging an "A" for the entire year and meeting the minimum absence requirement for each class. The teacher will average all grades and inform the student of his exam status at least two days prior to the exam. No more than 10 days may be missed in a class for a student to remain exempt. No exceptions will be made to this policy. Exempt days include both excused and unexcused. Also, 5 tardies to that class will equal one day absent in that class. This policy does not apply to Bible, English and Math exams.
- Absences excused and exempt from the 10-day absence policy (6<sup>th</sup>- 8<sup>th</sup> grade only) are for students participating in School-sponsored activities during the school day,
- Exam schedules are determined by the Administration; the exam dates are posted in advance. Students should plan to be at school each day during exam dates. Students will not be permitted to take an exam at an alternative time. Students who miss an exam time are subject to earning a zero on the exams missed.

## GRADING:

- Elective classes are graded according to the teacher's stated criteria. The core classes are graded according to the following format:
- $(\# \text{ of tests} \times 60\%) + (\# \text{ of quizzes} \times 40\%) = \text{Quarter grade}$   
\*Teachers enter homework and projects in different ways
- $(1^{\text{st}} \text{ Q} \times 45\%) + (2^{\text{nd}} \text{ Q} \times 45\%) + (\text{Exam} \times 10\%) = \text{First semester}$
- $(3^{\text{rd}} \text{ Q} \times 45\%) + (4^{\text{th}} \text{ Q} \times 45\%) + (\text{Exam} \times 10\%) = \text{Second semester}$
- $(\text{First Semester} \times 50\%) + (\text{Second semester} \times 50\%) = \text{Final Grade}$

## PROMOTION GUIDELINES:

- All middle school students must pass English and Bible in order to be promoted to the next grade. Students should pass all other major subjects (i.e. math, social studies, and science) before being promoted to the next grade level.
- Failure of two semesters in a required course should be repeated during the next academic year. Failure of one semester in a course may be made up only by approved summer work. This may require online classes (fee based).
- No more than 2 subjects that are failed during a school year may be made up in summer school. If a student in grades 6-8 makes more than 2 F's in major subjects, the student is required to repeat the grade.
- Any student absent more than 12 class periods per semester of a course may not receive a passing grade for that class even if all his grades are passing. Extended illness will be handled on an individual basis by the Head of School.

## STUDY HALLS:

When offered, study hall is not a free time, but a time to study.

## HIGH SCHOOL SECTION (9<sup>th</sup> – 12<sup>th</sup> grades)

### ACADEMIC ACHIEVEMENT:

- Acknowledgment of academic achievement within the school is made in the following ways:
  - Honor Rolls (both academic and citizenship)
  - Perfect Attendance
  - End of Year Awards Assembly in which Subject Awards are given
  - Induction into the National Honor Society (10<sup>th</sup> – 12<sup>th</sup> grades)
  - Sports Awards
  - Fine Arts Awards
  - Senior Graduation Awards

### ADDING AND DROPPING COURSES:

- A course may be dropped without penalty until 10 days into the first quarter with the Administration's approval and parental permission.
- After the official drop/add period, students may still withdraw from certain elective courses. The withdrawal will be recorded as WP (Withdrew Passing) or WF (Withdrew Failing).

### ATTENDANCE:

- It is important that a student be regular in attendance to gain the most from school. A student that misses 12 days in a single semester or 20 days during the entire school year in any class will not receive credit for that class regardless of the grade he/she earns (pass or fail). Whether the absences are excused or unexcused does not change the credit ruling.
- He/she may be required to attend and complete a summer remediation program (fee) or an extended day program to make up time and content missed (hour for hour), at the additional cost of \$20 half hour/\$30 per hour.
- Seniors have two excused college days and juniors have one excused college day. They must provide written verification from the college of the visit. A letter from the college is acceptable. **They must also fill out a Pre-Planned Absence form in advance.**
- Extracurricular: If a student is absent from school immediately prior to or following any school activity, that absence may be interpreted as unexcused. This applies specifically to any student who is absent in the morning following participation in any activity the previous night, or any student who is absent the afternoon (day) prior to an activity that evening. Students involved in athletics, fine arts, or extracurricular activities may not participate in that activity (practice, game, or event) if he is absent the day of the activity.
- In order to be eligible to participate in an extracurricular activity, a student must be in school 4 periods.

### TARDINESS AND SIGNING OUT EARLY:

- At the beginning of the day:
  - Students are expected to be on time for school. High school students must check in or out at the main school office when tardy or leaving early and present a note to the school secretary.
  - All tardies and early dismissals are considered unexcused except for illness, medical appointments, family bereavement, and detainment by the office or another teacher, if during the school day.
  - Five unexcused tardies at the beginning of the school day per quarter are considered to be an unexcused absence and loss of perfect attendance for the year. Unexcused absences due to unexcused tardies do not affect a student's grades, only their exam exemption and perfect attendance.
  - Five tardies or early dismissals are considered excessive if occurring in one 9 week grading period.



- Penalties:
  - 6<sup>th</sup> - 8<sup>th</sup> tardies – detention for each tardy
  - 9<sup>th</sup> - 10<sup>th</sup> tardies – two after school detentions for each tardy (there is a \$5.00 fee for the 4<sup>th</sup> detention and following per quarter)
  - 11<sup>th</sup> tardy – meeting with administration to discuss student's future enrollment
- Tardy to class:
  - When the bell rings, students are expected to be in class. If a student needs to meet with another teacher or administrator, he must first let his teacher know where he will be and why he will be late.
  - After getting permission to be late for class, the student is then free to seek out the individual with whom he needs to meet. Following his meeting, he must get a note verifying his whereabouts and excusing him to class.
  - Every unexcused tardy is assigned the appropriate demerits. Five tardies to the same class counts as one day unexcused absence for that class towards exam exemption.
  - A tardy to class turns into an absence after 15 minutes into class.
- Signing out early:
  - If a student needs to be dismissed early, he must bring a note stating the reason and the time he needs to leave. This note should be given to the office first thing in the morning. It should then be shown to the teacher of the class he is leaving. He should then take the note to the office when checking out. If a student gets sick during school hours, he is to come to the office to have the staff call home or to get permission to use his cell phone.
  - A student must not leave without permission this would equate to skipping a class.
  - On the day of the Junior/Senior Banquet, all juniors and seniors, plus any underclassmen attending the Banquet, will be dismissed at lunch time to prepare for this event. Any absence prior to lunch will be unexcused and students may not attend the event.

#### **CHRISTIAN SERVICE REQUIREMENTS:**

Luke 22:26 But ye [*shall*] not [*be*] so: but he that is greatest among you, let him be as the younger; and he that is chief, as he that doth serve.

John 12:26 If any man serve me, let him follow me; and where I am, there shall also my servant be: if any man serve me, him will [*my*] Father honour.

Phi 2:7 But made himself of no reputation, and took upon him the form of a servant, and was made in the likeness of men:

- It is clear in Scripture that we should follow Christ's example and serve others. A true believer will be motivated to give of himself and serve others. We want our students to be true followers of Christ and use His example in their lives. Therefore, Christian Service hours are required of each high school student. Each high school student is to volunteer at a school, church, in the community, etc. **at least 6 hours per semester**. Hours are counted from the previous summer into present school year.
- Christian service hours for 1st semester must be submitted before 1<sup>st</sup> semester exams. Second semester hours must be submitted before final exams in May.
- Completion of Christian Service Hours counts as 40% of the Bible Exam Grade. We do not accept late hours.
- Students must follow guidelines on form. Any other service would need prior approval.

#### **CLASSIFICATION OF STUDENTS:**

- In grades 9-12, rather than passing entire grade levels, students are passed or failed in each course taken. Any required course that is failed must be repeated, but this may not involve repeating the entire grade level. Students may be required to take online remedial classes (fee based). NOTE: If English or Bible is failed, it must be made up in summer school in order for the student to be promoted to the next grade level no matter how many other credits are earned.

- The following credits are required for homeroom placement of students:
  - 10th grade 5 credits including one Bible course & 9th grade English
  - 11th grade 11 credits including two Bible courses & 9th and 10th grade English
  - 12th grade 17 credits including three Bible courses & 9th, 10th, and 11th grade English
  - (NOTE: The minimum Bible requirement may be adjusted for transfer students.)

**CLASS TIME REQUIREMENTS:**

- The school day consists of 6 class periods which meet for 50 minutes each and 2 shortened class periods. Classes meet for 18 weeks (2 quarters) or 36 weeks (4 quarters) depending on the course.
- Classes which meet 5 days a week for 40-50 minutes receive 1 credit per year. Classes which meet 2 or 3 times per week receive 1/2 credit per year. Course credits are given for Teacher's Aide. However, no quality points are issued and these courses are not figured into the student's grade point average.
- To get one credit, a student must receive at least a 65 for his yearly average in a subject which meets for 36 weeks (one school year) five days per week. (For example, if a student receives a 63 first semester, he may pass for the year if he receives at least a 67 for the second semester.) If, however, a student fails only one semester and does not pass for the year, he may have to make up only the semester failed depending on the subject matter.

**COURSE PLANNING GUIDE: (Any courses listed are tentative and therefore subject to change.)**

- **COLLEGE PREP COURSE OF STUDY** Most of our students enroll with the understanding that they are entering a program of courses that will prepare them for college. The high school curriculum is distinctly College Preparatory (CP) in design and includes Honors (H), Advanced Placement (AP), and Dual Credit (DC) classes. We offer a strong core of classes supplemented with various electives to develop a well-rounded student. We strive to present a Christian worldview in all of our classes. Over 95% of our graduates pursue college degrees.
  - **CP Course of Study:**
    - 4 credits Bible
    - 4 credits English
    - 4 credits Math Electives (Algebra I/II, Geometry, advanced math)
    - 4 credits Social Studies (Geography, World History, U. S. History, Government - ½, Economics - ½) (Geography may not be required for transfers)
    - 3 credits Science (Biology, Physical Science, Chemistry)
    - 1 credit Another science is highly recommended to proceed to a four year college (Honors Anatomy, Forensics)
    - ½ credit Health
    - ½ credit PE
    - 2 credits Foreign Language
    - 1 credit Senior Speech
    - 1 credit Fine Arts Elective (must take two half credit approved classes)
    - 1.5 credits Required enrichment classes
    - ACT composite test score of 17
    - Must obtain 6 hours of Christian Service Hours per semester starting in the ninth grade
  - For admission to colleges within the NC university system, students must have at least one math course higher than Algebra II. In addition, the third unit of science must be a laboratory course. Having two units of the same foreign language is required. It is recommended that students take a fourth year of science and a third year of foreign language. We offer a third year of foreign language as an online option.

- **Graduating with Honors Requirements:** Students must maintain a minimum unweighted GPA score of 3.5 in all of their class work.
  
- **Accelerated math program:** This program will enable students to receive the ultimate preparation in math while enrolled in FCS. The math course sequence would be as follows:
  - 7th Grade        PreAlgebra
  - 8th Grade        Algebra I
  - 9th Grade        Honors Geometry
  - 10th Grade       Honors Algebra II
  - 11th Grade       Honors Precalculus
  - 12th Grade       AP Calculus
  
- **Honors classes:** In 9th-12<sup>th</sup> grade, honors classes are selected. Both requirements are:
  - An A (B requires a teacher recommendation) in the previous CP class or 8<sup>th</sup> grade class).
  - An A or B (C requires a teacher recommendation) in the previous H class).
  - Teacher Recommendation--All students desiring to enroll in H course must have the recommendation from the previous year's teacher (for that subject matter).
  - Transfer students are given an entrance exam to determine placement.
  - Honors courses receive a .5 additional grade point value.
  
- **Advanced Placement classes:** Advanced Placement (AP) courses not only present challenging assignments, but also provide students with the opportunity to earn college placement or credit while in high school.
  - AP courses must be taken during the regular school term in a scheduled class in order to receive high school transcript credit. Any exception (online course) needs to be approved in advance by the Administration.
  - AP courses receive a 1 point additional grade point value.
  - Because all of our AP classes are considered Dual Credit, students who desire to enroll in AP courses must meet certain eligibility requirements. The following requirements are true for all AP Courses:
    - Previous Grades--Students must maintain an A/B average in selected courses.
      - An A (B requires a teacher recommendation) in the previous CP class).
      - An A or B (C requires a teacher recommendation) in the previous H or AP class).
    - Teacher Recommendation--All students desiring to enroll in AP courses must have the recommendation from the previous year's teacher (for that subject matter).
    - In order to receive college credit for an AP course, students must take a College Board AP Exam in May. We require that ALL students take the exam. Students should understand that additional work outside of class is needed to score a 3, 4 or 5 on the AP exam to receive college credit. The College Board charges for the exam.
    - For AP English Language and Composition/ AP English Language and Literature Courses
      - Plan (Aspire) score of 19 in English and Reading
      - Preferred Composite score of 20 on the Plan (t.b.d. on Aspire)
    - AP U.S. History
      - Plan (Aspire) score of 19 in English and Reading
      - Preferred Composite score of 20 on the Plan (t.b.d. on Aspire)
    - AP Calculus
      - Plan (Aspire) score of 19 in Math
      - Preferred Composite score of 20 on the Plan (t.b.d. on Aspire)
      - Has already been in the accelerated math program
  
- **Dual Credit:** (those not designated as AP Courses) Students who desire to enroll in Dual Credit courses (through Colorado Christian University) will note the following:
  - CCU requires that students must earn a C average or higher in order to earn Dual Credit.
  - For each course, families must register for the course(s) and pay the required fee to CCU prior to beginning the course.

- Courses will be noted on an official CCU transcript.
- **GENERAL COURSE OF STUDY:** We also minister to the needs of students with documented learning disabilities. Students who have learning disabilities generally have IQ scores that fall in the average to above average range. While these students have the potential to learn, they may struggle to reach their potential because of their learning disabilities. The types of learning disabilities that we have addressed are dyslexia, language impairments, and difficulties with reading mechanics and comprehension, math reasoning and calculation, written expression, oral expression, and central auditory processing. Other challenges include attention deficit hyperactivity disorders (AD/HD), high functioning autism, and Asperger's syndrome. Tutorial Study Hall (additional fee) is available if the student can keep up in the regular classroom but needs the daily assistance offered there. Some of these students may need a reduced course load and are eligible for a high school diploma in the general course track. This track may require a student to attend a 2 year college or take additional courses before or during their freshman year of college.
  - **General Course of Study:**
    - 4 credits Bible
    - 4 credits English
    - 3 credits Math Electives (Algebra I is required)
    - 4 credits Social Studies (Geography/World Issues, World History, U.S. History, Government - ½, Economics - ½) (Geography may not be required for transfers)
    - 3 credits Science (Biology, Physical Science, elective)
    - ½ credit Health
    - ½ credit PE
    - 1 credit Fine Arts Elective (waived if in full time Tutorial Study Hall for 4 years)
    - 4 credits Electives
    - ACT composite test score of 15 is preferred
    - Must obtain 6 hours of Christian Service Hours per semester starting in the ninth grade
  - **Tutorial Study Hall** – The purpose of this study hall is to provide a structured learning environment where students receive remedial instruction in areas of academic weakness, help with organization of notes and materials, and extended time to take tests. The students learn strategies for good study techniques and time management skills. Tutorial study hall teachers serve as consultants for the general classroom teachers, parents, and the students. Tutorial Study Hall is divided by middle school and high school. It is typically available during the elective hour. This study hall is available only to students who have a documented learning disability. An additional fee is required for this service.
- **OCCUPATIONAL COURSE OF STUDY:** In addition, Friendship Christian School is unique in that we also accept students who have intellectual disabilities, autism, Down syndrome, etc... Students in grades up to eighth may spend part of their day in the regular classroom and part of their day in a resource class targeted to their specific learning needs. As these students approach ninth grade, they may enter the **Focus Learning Center** which concentrates on general academics and life skills. Careful planning and review of the students' past academic performance and current cognitive and achievement levels will assist in making this decision. These students would be eligible to receive either an **Occupational Course of Study** or a **Certificate of Achievement**. The tuition for this program is separate from the regular school tuition.
  - **Occupational Course of Study** - The Occupational Course of Study covers the basics of the core subjects which specifically focus on post-school employment and independent living. Successful completion of this program will provide the student with a solid, basic education but will not meet the requirements for entrance to a four year college or university. Successful completion of this program, however, will allow for continued training in a

technical or vocational program or a community college.

- 4 Credits Bible
- 4 Credits Occupational English
- 3 Credits Occupational Mathematics
- 2 Credits Life Skills Science
- 2 Credits Social Studies Government/US History and World History
- 1 Credit Health/Physical Education
- 4 Credits Occupational Preparation (Life skills and supervised job training in a variety of areas which may include teachers' aides, food preparation, maintenance, grounds/landscape etc...)
- 2 Credits Electives (Computer, Home Economics, Music, Keyboarding, etc...)

● **ELECTIVES:** Not offered every year

- |                                    |                             |
|------------------------------------|-----------------------------|
| ○ Advanced PE                      | Photography* (must compete) |
| ○ Library Aide                     | Art* (must compete)         |
| ○ Office Aide                      | Band*                       |
| ○ Athletic Aide                    | Teacher Aide                |
| ○ Sr. High Choir/Chorale/Ensemble* | Yearbook*                   |

\*count as fine art electives

**SUGGESTED SCHEDULE FOR STUDENTS:**

9th	10th	11th	12th
Bible I	Bible II	Bible III	Bible IV
English I	English II	English III	English IV
Geography	World History	U. S. History	Gov't/Economics
Physical Science	Biology	Chemistry	Forensics or H. Anatomy
Algebra I/Geometry	Algebra II/Geometry	Algebra II/Pre-Calc	Advanced math elective
PE/Health	Spanish I	Spanish II	Sr. Speech
Spanish	Logic	Online Logic	Elective
Computer App.	Communications	ACT Prep	
Elective	Elective	Elective	

\*Two fine arts electives must be taken to equal the one credit of fine arts requirement.

\*\*Students will receive honors credit in their fourth year of the same fine arts elective.

*H. Spanish III is available online.*

**EXAMS:**

- Exam periods generally occur at the end of each semester for each subject. Because of the large number of students and the susceptibility of many to lose tests that are taken home, FCS does not send home the exams. Students are not permitted to take exams from the classroom. If a parent would like to see an exam, an appointment can be made with the teacher for the parent to come by to see the exam and discuss the student's progress.
- Students in grades 9<sup>th</sup> -12<sup>th</sup> may be exempt from exams at the end of the year (not semester exams) by averaging an "A" for the entire year and meeting the minimum absence requirement for each class. The teacher will average all grades and inform the student of his exam status at least two days prior to the exam. No more than 10 days may be missed in a class for a student to remain exempt. No exceptions will be made to this policy. Exempt days include both excused and non-excused. Also, 5 tardies to that class will equal one day absent in that class. This policy does not apply to Bible, English and Math courses.
- Exam schedules are determined by the Administration; the exam dates are posted in advance. Students should plan to be at school each day during exam dates. Students will not be permitted

to take an exam at an alternative time. Students who miss an exam time are subject to earning a zero on the exams missed.

- Absences excused and exempt from the 10-day absence policy (9<sup>th</sup>-12<sup>th</sup> grade only) are for:
  - students participating in School-sponsored activities during the school day,
  - college days for juniors and seniors per the guidelines in the academic section. Seniors have two excused days and juniors have one excused day. They must provide written verification from the college of the visit. A letter from the college is acceptable. A Pre-Planned Absence form must have been filled out and received on time.

**GRADE POINT AVERAGES (GPA):**

- Grade points are assigned to each letter grade that a student receives for a course. The sum of these grade points divided by the number of credits completed gives a student's grade point average. The actual number of grade points assigned to a letter grade is determined by the type of course in which the grade was received. Grade points awarded for grades in Honors, Advanced Placement, and Dual Credit courses are higher than those awarded for grades in standard general courses or College-Preparatory courses. The following chart outlines how grade points are assigned on the 4.0 weighted scale:

Letter Grade: General & College Prep:	Honors:	AP* and DC:
A	4	4.5
B	3	4
C	2	3
D	1	1
F	0	0

\* Student must take the College Board exam to receive maximum quality points. The exam requires additional outside preparation and effort on the part of the student beyond an honors class. Therefore, to receive the additional half quality point, the exam is required.

**GRADING:**

- Elective classes are graded according to the teacher's stated criteria. The majority of all one credit core tests are graded according to the following format:
- (# of tests x 60%) + (# of quizzes x 40%) = Quarter grade
  - \*Teachers enter homework and projects in different ways
- (1<sup>st</sup> Q x 40%) + (2<sup>nd</sup> Q x 40%) + (Exam x 20%) = First semester
- (3<sup>rd</sup> Q x 40%) + (4<sup>th</sup> Q x 40%) + (Exam x 20%) = Second semester
- (First Semester x 50%) + (Second semester x 50%) = Final Grade

**NATIONAL HONOR SOCIETY:**

- The criteria for National Honor Society (grades 10-12) is as follows:
  - Scholarship-The prospective member must have a yearly grade point average of 3.5 unweighted from the previous and current year. The student should show the ability to work on a high academic level on their own without continual prompting by the teacher.
  - Christian Character-The student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, and shows courtesy, concern and respect for others. The student must have a Youth Pastor or Pastoral recommendation filled out to be eligible.
  - Leadership-Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea contributors, dependable, and students who exemplify positive attitudes about life. Leadership experiences can be drawn from school activities or classroom participation.
  - Service-This quality is defined through displaying a servant's heart at school in relationship to classmates and teachers. All community service hours must have been completed on time during the present and previous year
  - Citizenship-The student, who demonstrates citizenship, understands the importance of civic involvement and has a high regard for freedom, justice, and democracy. The student may not

- have received any 1s, 2s or 3s on their citizenship marks during the present or previous year.
- Selection process:
  - Induction into the National Honor Society is based on academics (3.5 weighted cumulative GPA or better) and faculty recommendations. A list of prospective students with a weighted cumulative GPA of 3.5 and who have turned in their recommendation form is given to the full-time senior high faculty by the Coordinator. The faculty scores the students they teach in four areas: leadership, spiritual character, citizenship, and service. Students receive a score of 1 for good, 2 for acceptable and 3 for wait until another year. Each student is given a percentage that must be achieved to be inducted. Once the list is formulated, students will be notified. The induction usually takes place in February.
  - If your child is not inducted, please see the NHS Faculty Coordinator, not the teachers. The Coordinator will have the percentages. While they cannot reveal the scores of the teachers, they can share areas the student may improve for the next year.

#### **INDEPENDENT STUDY:**

- The Administration must approve all independent study in advance.
- The class must be one not offered or that cannot be scheduled at FCS.
- All work and fees are the responsibility of the parent and student.
- When a student is given class time, the class is to be included on the school transcript.
- There is no guarantee that the student will have class time or access to school resources.
- Students who enroll in classes at local colleges or technical schools must obtain administrative approval prior to enrollment.

#### **PROMOTION GUIDELINES:**

- All high school students must pass English and Bible in order to be promoted to the next grade. Students should pass all other major subjects (i.e. math, social studies and science) before being promoted to the next grade level. If a student does not pass all major subjects, the student may have to switch course of study tracks.
- At the high school level, all failed required courses must be made up either during the summer or the following school year. Failure of two semesters in a required course should be repeated during the next academic year. Failure of one semester in a course may be made up only by approved summer work. This work may be required online remedial course work (fee based).
- No more than 2 subjects that are failed during a school year may be made up in summer school.
- Additionally, students must have successfully acquired the number of course credits necessary in order to move up to the next grade level or to graduate.
- Any student absent more than 12 class periods per semester of a one-credit course or five class periods of a 1/2-credit course may not receive a passing grade for that class even if all his grades are passing. Extended illness will be handled on an individual basis by the head of school.

#### **SENIOR YEAR:**

- Students in their senior year must take a minimum of 5 credits.
- College bound seniors are required to take a minimum of 4 math credits. It is strongly recommended that seniors in the college preparatory program take a math class each year, including the senior year.
- A student may lose credit for a semester if he/she misses more than 10 days during the semester.
- **ACADEMIC WARNING:** Seniors who are in danger of not graduating may be given an “academic warning” at the end of the first semester. This warning alerts the parents that the student’s status is in jeopardy and that graduation for him may be in doubt. Academic warnings should be taken seriously with every effort made to improve the grades of the courses involved. In certain instances, however, a student’s grades could fall suddenly and unexpectedly at the end of the year. It is the responsibility of each parent to monitor the progress of his student to ensure that sufficient progress is being made toward graduation.
- Seniors must take the ACT and receive the approved score for their course of study.
- A senior must have turned in all Christian service hours to receive the diploma.
- Seniors will take a senior trip that is planned by the Administration. If a senior does not attend the

trip, they must report to school from 7:55 – 3:06 and conduct school work and/or community service at FCS. Failure to do so will result in loss of diploma. Other academic and behavioral guidelines will be handed out to determine eligibility for the senior trip.

- Seniors are expected to conduct fundraising to fund the senior trip.
- All financial accounts must be paid in full to receive the diploma.
- Seniors are given the privilege to go off campus for lunch on certain days as determined by the Administration.

#### **STUDY HALLS:**

When offered, study hall is not a free time, but a time to study.

#### **TRANSCRIPTS AND FACULTY RECOMMENDATIONS:**

- The school will send out the first three official transcripts free; after that there is a \$5.00 charge.
- Juniors and seniors who wish transcripts of secondary grades to be sent to colleges and universities to which they are applying should follow these procedures:
  - Fill out information and applications pertaining to the student fully and completely.
  - Give completed documents with self addressed envelope and postage to the office for completion on the school's part.
  - Make a list of all criteria that must be included by the office to make the package complete.
  - Members of the staff, administration, and faculty who are chosen by students to provide recommendations should receive a self-addressed, stamped envelope from the student to insure a prompt reply to the request.

#### **TRANSCRIPTS:**

- Transcripts, records and report cards will not be released until all bills are paid in full and all textbooks and materials have been returned.
- A student may request unofficial transcripts for free as long as an envelope and postage is provided.
- A student may request three free official transcripts. ALL official transcripts after that will receive a \$5.00 processing fee.

#### **TRANSFER OF CREDIT:**

- FCS reserves the right to receive credits from other institutions in accordance with its own grading policies. FCS is on a 4.0 weighted scale.
- Home school students who transfer will not be given honors or AP credit for any course unless taken at a qualified institution or community college.

#### **VALEDICTORIAN AND SALUTATORIAN:**

- The students with the top cumulative Grade Point Averages (for Grades 9 - 12) are honored as Class Valedictorian (highest GPA) and Salutatorian (second highest GPA).
- Core classes and required electives are used to compute class rank for the purposes of Valedictorian and Salutatorian.
- A student must attend FCS their entire sophomore, junior and senior year and have an acceptable disciplinary record to be eligible for Valedictorian or Salutatorian.



## PRE-SCHOOL

### **BIBLE:** (A Beka Book)

In this curriculum learning the Bible is made fun. We begin each day by singing songs. Each week the children enjoy learning a Bible verse that shows God's character and love so they can begin to apply His Word in their daily lives. The children will begin to learn basic Bible knowledge such as "What is sin?" "Is every word of the Bible true?" and "Who is Jesus and why did he die for me?" During story time the children will learn many life lessons through biblical characters such as Noah, who shows us that God keeps His promises, and Lazarus, who teaches us that God is bigger than anything.

### *Pathways for Preschool* (Bob Jones Press)

Teaching preschooler to love learning is a long-term goal. We want to give attention to the preschooler's cognitive, social, emotional, physical, and spiritual development. We emphasize a Center-based and hands on learning to allow each child to learn at his/her own level and ability.

### **NUMBERS**

Numbers are introduced by a stick puppet named Hattie Hen. Hattie helps the children to learn number recognition, counting, and sequencing. The children will also learn their shapes, colors, and understand positional words and opposites.

### **LETTERS**

Letters are introduced by a stick puppet named Pinky Pig. She helps to introduce and then reviews letter recognition, auditory discrimination, and phonemic and print awareness.

### **ART**

Children love to learn by using their hands. Art has hands-on, age appropriate art projects to help children develop creative expression and refine fine motor and hand-eye coordination.

### **SKILL DEVELOPMENT**

Children will be encouraged to engage in conversations to expand vocabulary and knowledge. Rhymes will be taught to help children develop language skills and auditory discrimination.

## **Transitional Kindergarten**

### **BIBLE: (A Beka Book)**

Bible time is the most important half hour of the school day. The Bible lessons flow from the Word of God through the heart, soul, and mind of the teacher into the heart, soul, and mind of the child. Bible time includes the pledge to the flag, Bible songs, memory verses, prayer time and a Bible lesson.

### **SKILLS DEVELOPMENT**

Skills Development time is fun time set aside to strengthen listening, fine motor coordination, eye-hand coordination, visual perception and writing skills. The children enjoy a wide variety of activities.

### **PHONICS AND READING: (Bob Jones Press, supplemented with Abeka books)**

Using the simple, logical phonics system, children in Transitional Kindergarten can learn to read. They begin by an introduction to the alphabet, and then mastering the letters and their sounds through enjoyable classroom teaching. Word families come naturally after that.

### **WRITING**

Students learn a pre-cursive style writing in a program that is correlated with their phonics. As they learn the sound and name of each letter, they learn to write the upper and lower- case letters. Students practice the letters in writing class in their Writing Tablet.

### **NUMBERS**

In Transitional Kindergarten, children learn to recognize and understand the concepts of numbers. By the end of the year, they should be able to count from 1 to 100, recognize 1-20, distinguish before and after numbers, and answer simple combinations.

### **ACTIVITY TIME**

Activity time involves a number of fun activities, including Show and Tell, telling time, music, poetry and finger plays, drama and nursery rhymes, and art.

### **LANGUAGE DEVELOPMENT**

Interesting material about animals, people, and places make this a very enjoyable time for the children.

## KINDERGARTEN

Mainly Bob Jones Press supplemented with A Beka

### **BIBLE:** (Positive Action)

The Positive Action Bible curriculum is designed to introduce the student to the heart characteristics of their loving Creator. In order for a child to become aware of their need of a Savior, they must first learn who their Creator is and what He expects from the life that has been given to them. We discuss Biblical characters that struggled, succeeded, and grew in their faith of God. Character traits are introduced to the class. These traits are discussed for their meaning and then encouraged to grow in the hearts of the students. The Kindergarten student is taught whole Bible memory passages one verse at a time. This type of memorization enriches the students' understanding of the thoughts of their Creator.

### **PHONICS:** (Bob Jones Press)

*Beginnings* uses a thematic approach to phonetic awareness and understanding. Word families are introduced along side with decoding methods. Each unit contains science and social study activities that relate with the unit theme. Students are able to learn rhyming words, and apply the familiar word families and sight words into their everyday speech and thought. Science experiments bring to life the main focus of the unit studies. Observation skills are developed through social study activities. The students are enriched by the amount of word exposure received by this method of phonetic teaching.

### **MATHEMATICS**

Students learn to count and recognize numbers 1-100. The concept of addition is taught up through the sum of 10. Beginning subtraction, object/number association, tally mark/number association, and formation of numbers is taught throughout the year. Students will learn to count by fives and tens. Students will be introduced to the concept of telling time and counting money.

### **PENMANSHIP**

Pre-cursive is taught using the Bob Jones penmanship style. This type of writing will help the students with alphabet awareness and encourages the growth of the motor skills. Students are introduced to whole words and then sentences. Kindergarteners will learn the punctuation marks and be able to use them in writing simple complete sentences.

### **READING**

The Bob Jones curriculum reading encourages the students' growth in comprehension as well as in interpretive and critical thinking skills. As the students learn their word families, they are able to see them in the weekly readers and phonics stories. The student will develop critical listening skills that will enhance their understanding of material that has been read to them. Teacher and student discussions enhance the students' total awareness and comprehension of material that is presented to them. The strengthening of these skills will encourage the student to read for enjoyment, as well as, benefit their future independent study time.

### **SKILL DEVELOPMENT**

Visual perception skills, fine motor coordination, and listening/thinking skills will be enhanced through physical and artistic activities.

### **ENRICHMENT COURSES**

Kindergarten students have officially entered elementary school. The student is able to partake in daily enrichment courses such as Computer, PE, Music, Spanish and Library classes. The introduction to these special subjects will enhance their physical, social and mental growth. The daily exposure to these new thinking environments will benefit the student in whole life experience.

### **CLASSROOM HABITS**

Students are taught positive spiritual and physical health habits. Kindergarteners are encouraged to desire and apply healthy habits in their daily life. Students are taught the importance of understanding their Creators plan for their life. The spiritual and physical habits taught throughout the year will give the student the ability to make wise decisions with their bodies, minds and spirits.

## FIRST GRADE

### **BIBLE:** *Bible Truths* (Positive Action)

The goal of this class is for children to know the Lord and grow in their walk with Him. First graders are presented an exciting journey through Creation, the Birth of Christ, Easter, and the presentation of the Gospel. They are introduced to Bible characters such as Adam, Eve, Noah, Joseph, and many more. Supplemental material provides music for each of the units. Activity pages correlate to the Bible lessons. The glossary contains definitions of Bible terms to support comprehension. The Bible characters and the Bible itself come to life. Students begin to understand that the Bible is God's guide for their daily lives.

### **READING:** *Reading One* (Bob Jones Press); *Phonics and Reading* (A Beka)

Reading instruction in first grade is designed to develop students who comprehend what they read and who enjoy doing so. During the year readers grow from decoders to comprehending young people. They learn the life skill of silent reading for understanding and pleasure while oral reading is taught for communication. Students are presented materials that assist them in their growth in Christ. The combination of two curricula is designed to bring the students a comprehensive and individualized reading program designed to meet the needs of all students. The A Beka curriculum supports continued growth in phonics, and the Bob Jones text encourages reading comprehension. The goal is to encourage a life long love of reading in a supportive Christian environment.

### **MATHEMATICS:** *Arithmetic One* (Bob Jones Press)

Students in first grade mathematics are taught that God is a God of order and that math is important in their daily lives. They are instructed through speed drills, mental math, board work, oral math, written tests, and hands-on manipulatives, such as the unifix cubes, linking chains, counters, place value mats, scales, clocks, money manipulatives, and calculators. Students learn to read graphs, to calculate two digit sums with carrying, expanded notation, place value, to navigate word problems, and to use calculators. They learn to understand time, money, units of measurement, months, money, and much more.

### **HISTORY:** *My America; My World* (A Beka Book)

From the start students are encouraged to see God's work throughout the world. Students take a journey traveling first through America (symbols, landscapes, and historical information) and then continue onto many foreign countries (Mexico, England, France, Germany, Switzerland, Italy, Israel, Egypt, India, China, Australia and more) learning about diverse cultures. The material is brought to life for the students through use of videos, projects, festival celebrations, and biographies.

### **SCIENCE:** *Health Safety and Manners* (A Beka Book); *Science One* (Bob Jones Press)

Students learn science by considering all that God has created. Concepts in science include studies of health and manners, physical science, earth science, life science, study of the human body, and much more. Students interact with science through hands-on experiments and models. They make models of the human body and planets, study animal life cycles, and plant a terrarium.

### **ENGLISH/LANGUAGE:** *Phonics and English 1* (Bob Jones Book)

First grade language is a whole language (word families) course that works with word families and sight words to support learning. Phonics characters are also introduced to help the students enjoy and grow in their language skills. Students are challenged to learn the writing process. They begin writing with word families' instruction which leads to sentence writing and the development of full length paragraphs and stories. Language is also supplemented in the classroom with a creative writing journal. The understanding of language gives students the skills to share the gospel and defend their faith.

### **SPELLING:** *Spelling 1* (Bob Jones Press)

Spelling and vocabulary establish a foundation for students in reading, writing, and speaking. They are instructed in both written and oral settings to build their vocabulary based on what they already know. Teaching includes the spelling and meaning of the word and shows the student how to use the word in the context of a sentence. Also, students are introduced to the idea of synonyms, antonyms, homonyms, and homophones. Application exercises allow students to use the vocabulary in a natural setting, and their language exercises often reflect the same words and rules to tie the two areas of learning together. Through teaching, the text, and practice, students are enabled to grow in the use and knowledge of words. This knowledge promotes a better understanding of God's Word.

## SECOND GRADE

### **BIBLE:** *Finding God's Promises (Positive Action)*

Students study the life of Moses through the book of Exodus. The promises of God will be evident as the Israelites and their leader see both victory and tribulation as they learn to trust God. Students learn verses such as Ephesians 6:11-20 that help build their knowledge of the Bible.

### **MATHEMATICS:** *Math 2 (Bob Jones Press)*

In second grade mathematics students are taught to see that the addition and multiplication tables are part of the truth and order that God has built into reality. Students will develop an understanding of place value, addition, subtraction, multiplication, and division using manipulatives. They are also introduced to two-step word problems and probability. Students will follow Matt the carpenter and Paddy the beaver as they travel around the world helping people build houses and learn mathematical concepts.

### **READING:** *If Skies Be Blue; When the Sun Rides High (Bob Jones Press)*

Second grade students are exposed to a variety of reading selections in fiction, nonfiction, and poetry. The stories are taught to encourage individual thinking in making predictions, interpreting attitudes and motives of characters, and recalling story elements. Students apply phonics rules to sound out unfamiliar words. Reading and discussion are conducted both in small groups and on a whole class level. Daily workbook pages provide additional assessment of comprehension and review of phonics rules.

### **ENGLISH:** *English 2 for Christian Schools (Bob Jones Press)*

Second grade students learn sentence structure, parts of speech, and their use in a variety of writing assignments. They complete projects from friendly letters to book reports and are encouraged in proper listening skills and reference skills (using a dictionary, thesaurus, and library). The aim of this class is to produce students who have a solid foundation for speaking and writing the English language in whatever capacity God may choose.

### **HANDWRITING:** *Handwriting 2 (Bob Jones Press)*

Students begin the year learning the PreCursive handwriting that is a stepping stone from print to Cursive. After the students have practiced and mastered the PreCursive handwriting, they learn Cursive handwriting. Cursive writing is taught utilizing daily practice worksheets, individual whiteboard activities, and class participation exercises. Students are encouraged to see the beauty and art of the written word and how we can enjoy the written Word of God.

### **VOCABULARY:** *Vocabulary Workshop Level Purple (Sadlier-Oxford)*

Students learn words and definitions to frequently used words in grade-level reading materials. They are found frequently throughout our other workbooks in the classroom. Spelling and Vocabulary lists are taught through classroom practice, games, and drills. Students learn the importance of neat, proper formation and writing of the words. This skill enhances their ability to communicate God's Word to others.

### **HISTORY:** *Our America 2 (A Beka Book)*

Students are introduced to the true historical account of our wonderful country's beginning. They are encouraged to identify special facts or vocabulary words in their textbooks. Worksheets help ensure students' comprehension of topics discussed. Most importantly, students are shown how the development of Our America was only possible because of God's direct blessing upon this great land.

### **SCIENCE:** *God's World Science 2 (A Beka Book)*

Students are introduced to God's world and the unique reasoning behind each created being. Children learn to understand their world through hands-on study with insects and animal life. Students participate in whole class reading time. They are taught to identify vocabulary words and special facts. Field trips are also used to reinforce classroom topics.

## THIRD GRADE

**BIBLE:** *Growing with God* (Positive Action)

The goals of the third grade Bible curriculum are both spiritual and educational. Students learn about Christian living from the stories of Old Testament Bible heroes, Abraham, Jacob, Joseph and Daniel. They will also learn the Old and New Testament books of the Bible and participate in Scripture memory and Sword Drills.

**READING:** *Readers 3-1 and 3-2 with workbooks* (Bob Jones Press)

Third grade students read a variety of stories, enabling them to develop a love for literature. Comprehension skills are stressed. A more comprehensive study of phonics skills helps the students with decoding and dividing longer words into syllables. Vocabulary words are introduced with every lesson, helping the student learn sight words as well as decoding words in context. Dictionary skills are included.

**ENGLISH:** *English 3 for Christian Schools* (Bob Jones Press)

Grammar and writing are taught alternately to provide a strong link between these two language arts. The grammar segment focuses on the development and practice of grammar skills. The writing portion addresses the stages of the writing process: planning, drafting, revising, proofreading, and publishing.

**MATH:** *Math 3* (Bob Jones Press)

The third grade math curriculum teaches children strategies for solving math addition problems. Word problem emphasis is given throughout the book. Place value is stressed in early chapters of the book. A chapter is devoted to understanding and using tables and charts to express data in various ways. Multiplication and division facts to 10 are stressed beginning in chapter 6. An intense study of time, measurement and fractions is also presented. Geometry with lines, angles, patterns, perimeter and area is taught within the study of third grade. An introduction to decimals is taught close to the end of the year.

**SPELLING AND VOCABULARY:** *Vocabulary Workshop* Level Green (Sadlier-Oxford)

The curriculum provides direct instruction for 160 carefully selected words. These words are introduced in units that give concise definitions and examples of usage and then provide exercise sets that have students see and use words in a variety of contexts.

**HISTORY:** *Our American Heritage* (A Beka Book)

For one semester in third grade history students are introduced to American patriots as they study biographical sketches of the men and women who made America what it is today. They are taught about loyalty to God and our country. Map skills are included.

**HEALTH:** *Health Plus Safety and Manners* (A Beka Book)

This one-semester class stimulates students' interest in a healthy lifestyle. Safety and manners are also addressed. Students learn about their bodies and how God intends for them to care for them.

**SCIENCE:** *Exploring God's World* (A Beka Book)

This one-semester class addresses the foundational study of the human body, plants, vertebrates and invertebrates. Additional Creation topics are covered: the desert, ocean, pond, forest, farmer's field, and weather. Each is taught with a Christian perspective and acknowledges God as the Creator of all.

## FOURTH GRADE

### **BIBLE:** *Building Life Castles* (Positive Action)

Fourth graders explore their Bibles while studying the Gospels, Acts and the Epistles. Along with the daily Bible study, students follow a Scripture memory program that enables them to apply Christian character traits to their daily lives. Scripture memory also allows students to study the history of God's dealings with mankind, understand the thinking of God, analyze the lives of Bible characters for examples of God's dealings with individuals, and study a variety of Biblical topics. Each day fourth graders complete a Bible study and locate verses that are relevant to the unit's topic. By doing this, the students learn to cultivate a daily routine of personal Bible study.

### **MATH:** *Math 4* (Bob Jones Press)

Fourth graders continue to learn the fundamentals of traditional arithmetic along with the use of concrete manipulatives and problem solving skills. After a thorough review of place value, addition, and subtraction, the concept of fractions and decimals will be introduced and emphasized throughout the rest of the year. Students will also learn to add and subtract fractions. Multiplication and division facts will be integrated throughout the year, along with long multiplication and division reinforcement. At the end of the fourth grade math study, students will be introduced to geometry and pre-algebra.

### **SPELLING/VOCABULARY:** *Vocabulary Workshop* Level Orange (Sadlier-Oxford)

Word knowledge is essential to reading comprehension and is the best indicator of how well a reader will understand what the student reads. Vocabulary for comprehension gives students practice in the kind of comprehension and vocabulary questions that appear on standardized tests. The students begin to build a foundation in Latin and Greek roots of English words.

### **HISTORY:** *The History of Our United States* (A Beka Book)

Students learn United States history throughout the year. This includes an overview of our country's history, from the early explorations of the New World to the present, as well as many geography and map skills. Key documents in our country's history are studied, and facts about the states/capitals and presidents are memorized. A teacher-created six-week study of North Carolina history is also scheduled in the spring during which time students compile a North Carolina State Notebook.

### **SCIENCE:** *Understanding God's World* (A Beka Book)

Fourth graders study insects, plants, birds, matter, energy, geology, oceanography, and astronomy. The students creatively compile individual insect projects and present them orally to the class. An activity book enhances the learning and comprehension of the concepts taught during class time. The students study science for 27 weeks. Health replaces science during the last nine weeks of school.

### **HEALTH:** *Developing Good Health* (A Beka Book)

A unit of Health is taught for the last nine weeks of fourth grade. The students learn about their bones, muscles, respiratory system, teeth, and skin. The study also includes teaching the importance of maintaining good health. An interactive workbook aids in revealing good health habits to fourth graders and encouraging them to take care of the wonderful body with which God has blessed them.

### **READING:** *I Met You in a Story* (Bob Jones Press)

Not only does the fourth grader learn the fundamentals of reading well, but he is also encouraged in the growth of his Christian character. A variety of selections such as family stories, adventure stories, Christian realism, historical fiction, biographies, informational articles, folktales, poems, and plays offer instruction, providing the student with both excitement and understanding. The students read daily, considering comprehension questions as they read the passages silently. Oral test grades and comprehension quiz grades are taken weekly. Each passage has corresponding classroom practice to reinforce comprehension skills.

### **ENGLISH:** *English 4 for Christian Schools: Writing and Grammar* (Bob Jones Press)

Fourth grade students receive daily guided and independent practice in grammar. They review the grammar they have previously learned. The Writing Handbook, located in the back of their work text, contains a thesaurus, writing models, and a list of frequently misspelled words to which the student may refer while writing. The Grammar Handbook contains common abbreviations, contractions, prefixes, suffixes, prepositions, homophones, and diagramming models. Tests and writing exercises are a vital part of the instruction.

## FIFTH GRADE

**BIBLE:** *Possessing the Land* (Positive Action)

Fifth graders are led on an exciting journey with the characters of the Old Testament as they learn about Abraham, Joseph, Ruth, Samuel, Noah and many, many others. The Gospel is clearly presented. Students are shown the importance of the Bible and are taught that the Bible is a map for the Christian's life. They complete a daily devotional in which they read a brief section and write a personal application. This helps the students develop the practice of making devotions a part of their daily lives.

**MATH:** *Math 5* (Bob Jones Press)

Fifth graders learn math through classroom instruction, speed drills, mental math, board work, and manipulatives. Students complete homework to practice the lesson from the day. The students are working with multiplication, division, decimals, fractions, and geometry. Students extend previous math understanding as they develop pre-algebraic concepts.

**LANGUAGE:** *English 5* (Bob Jones Press)

The fifth grade language course helps the students to see the orderly structure of their language. The curriculum alternates grammar and writing. The writing process teaches the Venn Diagrams, T squares, book reports, research writing and narratives. All the areas of grammar are covered.. Creative writing twice a week and a small research paper third quarter provide additional practice.

**SPELLING:** *Vocabulary Workshop* (Sadlier-Oxford)

Vocabulary plays a critical role in reading, writing and speaking. The students are taught the spelling of a word along with the spelling rule, meaning of the word, word association, and synonyms and antonyms. They learn how to use the word in a sentence.

**HISTORY:** *Old World History and Geography* (A Beka Book)

The fifth grade student has the opportunity to travel to many foreign countries and learn the cultures and life styles of these people. But most of all, they learn that history is really "HIS" story and God created all of this. Videos, skill cards, globes, note- taking, castle building and international festivals make history come alive. The text includes a drill of map locations and map skills.

**SCIENCE:** *Investigating God's World* (A Beka Book)

Science is taught for three nine weeks. Animals, insects, outer space, water, energy and many more topics are covered. Students have experiments to help the material come alive. Worksheets and drawings are included. The students compete in an annual school science fair, and the winners get to take their projects to district fine arts competition.

**READING:** *Pages in My Head* (Bob Jones Press)

Fifth grade students read stories with a moral to be discussed. They are quizzed on listening comprehension of stories read to them. The "Read and Think" practice is helps speed up their reading process. Book reports of various types are assigned throughout the year.



## ELEMENTARY ENRICHMENT COURSES

### **ELEMENTARY GENERAL MUSIC:** *Music for Christian Schools* (Bob Jones Press)

The purpose of the elementary general music class is to encourage young students to love music. The students engage in singing, rhythmic activities, playing rhythm instruments, echo clapping, (in grades 3-4) playing the soprano recorder, and listening to various genres of music. A primary goal is to instill Christian values of discernment. Other goals include reading musical notation, basic solfege, expressive dynamic and tempo elements, form, music appreciation, and timbre cognition. The students participate in various concerts and programs throughout the year.

### **ELEMENTARY BAND:** *Accent on Achievement* (Alfred)

The elementary band begins with 5<sup>th</sup> graders. The purpose of the program is to teach young students to play any of the generally accepted band instruments. The twice-weekly class is designed around both sectional lessons and fully combined band. During the year the students participate in a concert and have opportunities to play in solos and small groups.

### **ELEMENTARY PHYSICAL EDUCATION:**

The goal of physical education in the elementary is to develop motor skills that will be needed in everyday life as well in their future active lifestyles. Students are taught basic sports skills and rules, and are involved in games that develop cardiovascular fitness. Character is developed as the students are taught to have Christ like attitudes as they play.

### **ELEMENTARY ART:**

Students are introduced to the use of pencil, colored pencils, markers, pastels, tempera, watercolor, basic printing, and mixed media.

### **ELEMENTARY COMPUTER:**

Students are taught age-appropriate computer fluency skills. All classes will identify essential computer components and demonstrate basic touch-keyboarding skills.

### **ELEMENTARY SPANISH:**

Students are introduced to the Spanish language through a variety of worksheets, song, and games. Upper elementary students complete projects in accordance with the Spanish curriculum.

## MIDDLE SCHOOL COURSES

---

### BIBLE

**GRADE 6:** *Winning the Race* (Positive Action for Christ)

The sixth grade Bible class is a study designed for the students to find God's truths from His Word for themselves. Class discussion deepens their understanding of the material. Students also memorize a key verse with each lesson. Every lesson includes the students thinking through how to apply it to their own lives. Units take students through "Preparing for the Race," "Developing Inner Strength," and "Striving for the Prize," in which character and living in God's will are developed. Students learn about "Hindrances Toward the Runner," such as foolishness, greed, Satan, temptation, and worldliness. "Pressing Toward the Goal" teaches how to strive for Christ-likeness and includes lessons on the crucifixion and resurrection of our Savior. The year finishes with an overview of the future events written in the Book of Revelation as "The Prize is Won."

**GRADE 7:** *Route 66* (Positive Action for Christ)

The approach to seventh grade Bible is to give the students the opportunity to become acquainted with the Bible as a whole. They will discover how the Bible's divisions relate, the context of each part, what each book is about, and how each fits into God's scheme. The course guides the students through the entire Bible in one year giving the students an overview of each book of the Bible.

**GRADE 8:** *Route 66* (Positive Action for Christ)

The approach to eighth grade Bible is to give the students the opportunity to become acquainted with the Bible as a whole. They will discover how the Bible's divisions relate, the context of each part, what each book is about, and how each fits into God's scheme. The course guides the students through the entire Bible in one year giving the students an overview of each book of the Bible.

---

### ENGLISH

**GRADE 6: LANGUAGE AND COMPOSITION:** *Writing and Grammar* (Bob Jones Press)

The key goal for the year is to "foster an appreciation of language as a gift from God." Grammar topics include the correct usage of sentences, phrases, clauses, nouns, verbs, pronouns, adjectives, adverbs, and prepositions. The writing process is used to teach such writing genres as personal and fictional narratives, newspaper editorials, instructions, research reports, historical fiction, compare-contrast essays, and limerick and free verse poetry. A unit on study and reference skills coaches students on using such tools as dictionaries, encyclopedias, periodicals, and atlases, as well as taking notes from an article.

**GRADE 6: VOCABULARY:** *Vocabulary Workshop* Level A (Sadlier-Oxford)

Every two weeks, sixth graders are presented with twenty new words for which they learn definitions, synonyms, antonyms, correct usage, and vocabulary in context. Week one focuses on spelling, and week two emphasizes meaning. This vocabulary program is based on a word bank that prepares students for the SAT and ACT.

**GRADE 6: READING:** *As Full as the World* (Bob Jones Press)

Comprehension skills are emphasized in sixth grade reading, along with biblical principles and discernment for life. Students enjoy a variety of selections, such as fiction, adventure, humor, biography, historical fiction, folktales, and poetry. They develop higher-level thinking skills and critical reasoning abilities.

**GRADE 7:** *Writing and Grammar 7, Explorations in Literature* (Bob Jones Press); *Vocabulary Workshop* Level B (Sadlier-Oxford)

Students continue to develop their grammar skills through the study of the parts of speech and sentence structure, as well as a review of punctuation and capitalization rules. They put their grammar skills into practice through various writing projects throughout the year. The study of literature includes thematic units that cover topics such as humility, courage, generosity, and more. Students focus on comprehension skills and summarizing. They study the novel *Where the Red Fern Grows*. The course includes a study of vocabulary and spelling.

**GRADE 8:** *Writing and Grammar 8, Excursions in Literature* (Bob Jones Press); *Vocabulary Workshop Level C* (Sadlier-Oxford)

Students sharpen their grammar skills by reviewing the parts of speech, sentence structure, capitalization and punctuation. They are introduced to more advanced concepts in grammar, such as verbals and clauses. Writing projects continue to give the students an opportunity to use the grammar skills they are learning. The study of literature includes thematic units that cover topics such as friends, choices, adventurers, and more. The students learn to apply these themes through various writing projects. The course also includes a study of vocabulary and spelling.

---

## MATHEMATICS

**GRADE 6:** *Mathematics Course 1* (Prentice Hall)

Sixth grade math offers students a rigorous preparation for either Course 2 or Pre-Algebra in 7th grade. Conceptual understanding is stressed as the students learn how to model concepts and describe in words what a problem is asking or what an answer means. Note-taking and problem solving skills are taught throughout the course. The study of decimals, fractions, percents, ratios, proportions, patterns, and variables is completed first semester, before the class moves on to data, graphs, geometry, measurement, integers, probability, and equations.

**SEVENTH MATH:** *Prentice Hall Mathematics Course 2* (Pearson Prentice Hall)

Through seventh grade math students learn to think independently in the areas of decimals and integers, equations, fractions, exponents, percents, and geometry. Students apply these skills to everyday life.

**PRE-ALGEBRA:** *Prentice Hall Mathematics: Course 3* (Pearson Prentice Hall)

In seventh or eighth grade pre-algebra, students learn about integers and algebraic expressions, solving equations and inequalities, and graphing on a coordinate plane. They learn to compare, order, and simplify rational numbers. Ratios, rates, and proportions are used to solve problems involving similar polygons and indirect measurement. A variety of percent problems are discussed, including discounts, markups, and interest. A review of powers extends to include power rules for multiplication. Students are introduced to square roots, irrational numbers, and probability. The year ends with a review of geometric ideas and concepts. Throughout the class a focus on writing equations to solve word problems prepares the students for success in Algebra I.

**ALGEBRA I:** *Prentice Hall Mathematics Algebra 1* (Pearson Education)

This algebra course is offered to those students who have successfully mastered the beginning concepts of algebra and wish to be challenged in mathematics throughout high school. Taking Algebra I in 8th grade will require a student to take AP calculus in his senior year. In this course students learn to solve more complex equations including proportions, quadratic equations and inequalities. They are introduced to graphing linear functions, inequalities and absolute value functions as well as systems of equations. Problem solving is stressed throughout the course. Students learn to model a situation with an equation or a system of equations. Simplifying and combining radical expressions and solving radical equations are taught in the 4th quarter. The course ends with an introduction to trigonometry as it relates to right triangles. The students learn to draw conclusions based on their sound understanding of algebraic rules.

---

## SCIENCE

**GRADE 6:** *Observing God's World* (A Beka Book)

Sixth grade science emphasizes the "plan of God as it is revealed in His orderly creation." Students are presented with things they can observe and understand in the world God created for His own glory! They learn about the flowers, trees, and plant families. Students observe invertebrates such as insects, spiders, crustaceans, and other "creepy crawlies." They also study this earth with its earthquakes, volcanoes, rocks, and magnetism, and the universe, including space, constellations, stars, the solar system, light, telescopes, the space race, and the origin of the universe. A unit on Matter & Chemistry teaches students about atoms, elements, molecules, and compounds.

**LIFE SCIENCE:** *Life Science for Christian Schools* 2nd ed. (Bob Jones Press)

The foundations of life science are defined as they concern the value of and the limitations of science and the Creation Mandate. Creationism and evolutionism are contrasted with alternative views of Creation, the Flood, and mutations. Botany, zoology, ecology, and human anatomy are brought to life through specimens, charts, and overheads. Students are challenged to solve problems and use information to consider the splendor of the Creator's hand. There are many visual aids, experiments, and demonstrations that keep students actively involved in the subject matter being covered. Students are continually given present day examples of reasons the Christian must be ever vigilant in searching for the truth in a godless world.

**EARTH SCIENCE:** *Space and Earth Science*, 3rd edition (Bob Jones Press)

Through studying eighth grade science, students learn the importance of astronomy, space, and earth science in God's universe. Natural sciences, the earth's motions, the planets, and space exploration are examined while keying in on II Peter 3 - that the student "be mindful," "be diligent," and "beware" while considering the glory of God's creation. Earthquakes, volcanoes, weathering, shown as constant reminders of God's judgment, are clearly seen in observing the scars left upon the universe. The course concludes with a fascinating overview of oceanography dealing with the hydrosphere. The Creation Mandate of Genesis 1:28 is stressed so that the Christian student of science might have a God-centered worldview.

---

## SOCIAL SCIENCES

**GRADE 6:** *New World History & Geography in Christian Perspective* (A Beka Book)

The history of North and South America is presented "as a picture of what man has done with the time God has given him." Students begin in the Arctic and move south through Canada and the regions of the United States. The class includes an overview of American history, then goes on to Mexico, Central America, the Caribbean, and finally South America. Sixth grade social studies includes the recitation and study of American documents, such as the American's Creed and a portion of the Declaration of Independence, as well as development of map study skills.

**WORLD HISTORY:** *World Studies for Christian Schools*, 2nd edition (Bob Jones Press)

Beginning with the routine of everyday people, circa 1100 Europe, the course of study is presented as a play. With the beginnings of bulging towns and into the Renaissance, the Reformation, Mongol empires, and African nations, peoples and nations are examined as they rise and fall. Although The Age of Exploration brought with it the conquering of native kingdoms and the destruction cultures, European Christian missionary work would later bring the lost to the gospel of Christ. Imperialism is examined as it brought with it the seeds of a world that would be encompassed in war and the optimism that followed is shown to be short lived. The rise of a new breed of dictators, who would not be appeased are revealed. The course concludes with how present day history is being written in the realignment of the Middle East.

**US HISTORY:** *The American Republic*, 2nd edition (Bob Jones Press)

Beginning with North America as fertile ground for European colonial expansion, wealth, and adventure, God's hand is revealed in the six spheres of human activity: politics, economics, religions, society, science, and the arts. The students learn about the cultural influences of Spain, France and England on this country that would eventually cast off European rule. Geographic development, land acquisition, a Republican form of government, and the influence of Christianity are examined as the new nation evolves into a world power that would tip the balance in two world wars. The final unit takes a look into the current era and concludes with the amazing flexibility of our Constitution in light of II Chronicles 7:14..."If my people, which are called by my name, shall humble themselves..."

---

## REQUIRED MIDDLE SCHOOL ENRICHMENT COURSES

**MANAGING SELF AND TIME:**

Self-management skills help students become organized, independent learners. Students will learn the difference between goals and objectives, how to prioritize activities and schedules, how to subdivide long-term

assignments, and why maintaining good health is important to learning. A lesson on taking personal responsibility for learning includes putting God first and the value of seeking godly counsel. Workbook activities provide an opportunity for students to reinforce learning.

#### **LISTENING AND PARTICIPATING IN CLASS:**

This course explains the importance of oral communication, including its special significance to a Christian young person. Students will evaluate their personal learning habits and skills as they relate to listening and participating in class. By listening for introductions, conclusions, overviews, summaries, and main ideas, students learn to identify a speaker's organizational plan.

#### **READING TEXTBOOKS/USING RESOURCES:**

Students must develop reading and study skills if they expect to become effective textbook readers. When a teacher assigns a textbook reading lesson, students need to know the best way to complete it successfully. Instruction includes activities related to textbook structure; vocabulary skills; previewing, skimming, and scanning; and critical comprehension skills. A lesson on graphic organizers teaches students the value of organizing ideas so they are better understood and easily remembered.

#### **PREPARING FOR TESTS:**

Preparing for Tests addresses twelve test-preparation strategies that will help students improve their test scores. In addition, this workbook teaches students how to build their confidence by managing test anxiety. Students will also learn five steps for reading and studying information. Study tips are included for short-notice assignments.

#### **TAKING TESTS:**

Taking Tests helps students become successful test takers. Students learn strategies and techniques that will help them when they take true/false, sentence-completion, matching, multiple-choice, essay, and problem-solving tests. Test-taking strategies for different types of tests are included. A time management lesson explains how to avoid cramming and procrastination.

#### **TAKING NOTES:**

Junior high teachers generally lecture more than elementary teachers. They also discuss material not included in the students' workbooks. Therefore, students need to learn how to take good notes. Students who know how to take good notes have a definite advantage in school. Taking Notes illustrates several note taking strategies including paraphrasing, outlining, summarizing, and column note taking. The advantages of each strategy are discussed.

#### **WRITING SCHOOL PAPERS:**

Many students do not understand how to develop a topic or idea and how to convert it into a well-supported essay, an accurate report, or an informational piece of research. Writing School Papers explains the five stages of the writing process and how these stages help students to improve their writing ability and to incorporate biblical principles in the writing process. Students will write a research report using the principles taught in each lesson.

#### **MIDDLE SCHOOL PHYSICAL EDUCATION:**

Physical education in the middle school continues to develop the motor skills that were begun in the elementary program. Students will participate in a variety sports with the emphasis on improving their game skills and their understanding of the game. Physical fitness is emphasized and developed through circuit training and fitness games. Character is developed during fitness and game time as students are taught to exhibit the fruits of the Spirit. Students are graded based on fitness testing, participation, and responsibility.

#### **MIDDLE SCHOOL TECHNOLOGY:**

Students taking this elective will be introduced to various basic computer skills. They will learn how to use and understand basic computer related terms, identify basic computer hardware components and peripheral devices, i.e. keyboard, mouse, printer, CD-ROM. Students will also be introduced to basic word-processing skills which will include correct use of the keyboard and will have the opportunity to practice on a daily basis. Students will also be learning how to use various Web 2.0 tools, spreadsheets, Powerpoint and Prezi.

**MIDDLE SCHOOL SPANISH:**

Introductory course for students with little or no previous exposure to the Spanish language. Students are introduced to basic conversation through the study of vocabulary used daily at home, at school, and in the community.

---

**ELECTIVES****MIDDLE SCHOOL BAND:**

Middle School Band is offered to students in grades six through eight who have had at least one year of band instruction. Classes meet three times a week. Students continue to develop skills on their individual instruments while playing in a group setting. Performing groups include Concert Band, Large Ensemble, and Small Ensemble. The Middle School Band presents at least two concerts each year and enters the NCCSA Fine Arts competition each spring. Students may also compete as soloists or in small ensembles. Students in grades seven and eight may also perform in the annual All-State Band each year in November. In addition to class instruction, students may take private lessons with one of the FCS band directors.

**MIDDLE SCHOOL CHOIR:**

Middle School Choir is offered to students in grades six through eight with no prior experience required. Classes meet two times a week. Students continue to develop vocal skills learned in elementary music while performing in a group setting. The Middle School Choir performs at least two concerts each year and enters the NCCSA Fine Arts competition each spring. Students may also compete as soloists or in small ensembles. In addition to class instruction, students may take private lessons with one of the FCS choir directors.

**ART:**

In art, the student is taught to draw things as they are realistically seen. The course is based on the ability to draw as one sees while applying the fundamental rules of the craft through basic mediums, techniques, the uses of marks and tones. The students will submit their finest work for competition in the State Fine Arts Festival.

## HIGH SCHOOL COURSES

---

### BIBLE

**GRADE 9:** *Behold Your God* (Positive Action for Christ)

The students study the person and nature of God. The purpose of the study is to have a right relationship with God. Students study the ways and means of knowledge of God (and the effects and consequences of such knowledge). Students study the nature and attributes of God, the history of Christ, the person of Christ, and the Holy Spirit. Emphasis is placed on an orthodox, Baptist doctrinal view of each of these (in light of errors, heresies and false teachings). Students memorize at least 2 verses each week and are quizzed weekly.

**GRADE 10:** *The Christian Adventure* (Positive Action for Christ)

Students are presented a modern language version of John Bunyan's greatly acclaimed allegory, *A Pilgrim's Progress*. They are now better able to understand this great English novel written by a lowly tinker. From the author's station in life, the impact of scenes from his own life demonstrates how little the pathway for today's pilgrim has changed. The Slough of Despond, Giant Despair, The Wicket Gate, and Vanity Fair all reveal themselves in the present path teenagers travel daily. The emphasis remains as Bunyan had intended: to share the joy and challenges of the Christian experience. The Scripture references from the original version remain, as the students still learn what God did, who God is, and how God works.

**GRADE 11: (Dual Credit—in progress)** *Encountering the Old Testament* (Arnold and Beyer)

Junior Bible Old Testament Survey will be a challenging, college level course that will focus both on the big picture of the Old Testament as a whole, and on the specific books of the Old Testament. Emphasis will be given to the authorship of each book, purpose and theme of each book, and the flow of thought in each book. It is the hope of the instructors that this study will lay a very solid foundation for future study of the Old Testament.

**GRADE 12: (Dual Credit—in progress)** *Encountering the New Testament*, 3rd ed.( Elwell and Yarbrough)

Senior Bible New Testament Survey will be a challenging, college level course that will focus both on the big picture of the New Testament as a whole, and on the specific books of the New Testament. Emphasis will be given to the authorship of each book, purpose and theme of each book, and the flow of thought in each book. It is the hope of the instructors that this study will lay a very solid foundation for future study of the New Testament.

---

### ENGLISH

**GRADE 9:** *Writing and Grammar* (Bob Jones Press); *Themes in Literature* (A Beka Books)

*Vocabulary Workshop* Level D (Sadlier-Oxford); Additional reading from approved list

In 9th grade English, students review the fundamentals of grammar, such as parts of speech, sentence structure, capitalization, and punctuation. New grammar concepts, such as imperative and indicative mood verbs, determiners, qualifiers, and subordinating conjunctions, are introduced as are new usage skills, such as dangling and misplaced modifiers. The writing projects continue to give the students an opportunity to use the grammar skills they are learning and focus on improving sentence variety. The study of literature includes thematic units that cover topics such as courage, faith, joy, justice, and humility. The students learn to apply these themes through various writing projects. The novel *Animal Farm* is also part of the literature study. The course includes a study of vocabulary and spelling that will prepare the students for standardized testing.

**HONORS GRADE 9:** *Grammar and Composition III*, *Themes in Literature* (A Beka Books); *Diary of a Young Girl* (Anne Frank); Additional reading from approved list; *Vocabulary Workshop* Level D (Sadlier-Oxford);

This honors English course includes the core mechanics of grammar. It also emphasizes vocabulary development both with the text and with reading assignments. Reading comprehension is strengthened through short stories, poetry, drama, and novels by major authors. Students are introduced to MLA documentation style and prepare a portfolio of essays and one major research project. They present both oral and written book reports on biography, fiction, and non-fiction.

**GRADE 10:** *Writing and Grammar* (Bob Jones Press); *World Literature* (A Beka Books); *Vocabulary Workshop* Level D (Sadlier-Oxford); Additional reading from approved list

Students in 10th grade English review fundamental grammar skills and are introduced to concepts that enable them to become better writers. The course includes a basic review of parts of speech, sentence patterns, and usage skills. Students also learn two new sentence patterns, subjunctive mood verbs, and ways to fix modifier errors in writing. The writing projects focus on improving sentence variety, fluency, and paragraph development and begin preparing students for the writing portion of the SAT. The study of literature introduces students to literary devices such as character development, plot, setting, theme, imagery, and figurative language. It covers both poetry and prose and introduces the students to authors, such as Dickens, Frost, Browning, Tennyson, Tolstoy, and Poe. The students learn to analyze literature through various writing projects. The novel *The Pearl* is part of the literature study. The course includes a study of vocabulary and spelling to prepare the students for standardized testing.

**HONORS GRADE 10:** *Grammar and Composition IV*, *World Literature* (A Beka Books); *The Great Gatsby* (F. Scott Fitzgerald); Additional reading from approved list; *Vocabulary Workshop* Level E (Sadlier-Oxford)

This honors course includes the core mechanics of grammar, stressing phrases and clauses. It also emphasizes vocabulary development both with the text and reading assignments. Reading comprehension is strengthened through the study of world literature, including literary analysis of poetry, nonfiction, and fictional short stories by major authors. Students learn MLA documentation and complete several essay-writing assignments and one major research project. They present both oral and written book reports on biography, fiction, and non-fiction.

**GRADE 11:** *Writing and Grammar*, *American Literature* (Bob Jones Press); *Vocabulary Workshop* Level F (Sadlier-Oxford); Additional reading from approved list

Students in 11th grade English review the eight parts of speech, verbal phrases/clauses, usage, mechanics, and the seven sentence patterns. New concepts include tense sequence, perfect verbals, and adverbial nouns. Students learn the writing process and writing strategies such as variety, emphasis, and sentence logic. Writing projects include a research paper, literary analysis, analytical essay, interview, memoir, analogy, in-class essay, and letter to the editor. Students are introduced to more than seventy authors in a study that connects the authors' lives and beliefs as revealed in their writings with the corresponding literary periods. Lessons examine Colonial-Revolutionary, Romantic, Realistic/Naturalistic, and Modern literature and issues such as Darwinism and religious liberalism. The novel *The Scarlet Letter* is included as part of the literature study. Lessons in vocabulary and spelling prepare the students for standardized testing.

**AP ENGLISH LANGUAGE AND COMPOSITION: (Dual Credit)** *Handbook of Grammar and Composition* (A Beka), *Workbook V for Handbook of Grammar and Composition* (A Beka), *Vocabulary Workshop* Level F, *American Literature for Christian Schools* (BJU Press)

This course includes the refinement of skills in grammar usage and mechanics. It also emphasizes vocabulary development in preparation for the reading comprehension section of the SAT. In addition, reading comprehension and analytical skills are developed through the study of American literature, including fiction, non-fiction, and poetry by major American authors. Students refine skills in MLA documentation and complete several essay-writing assignments in addition to one major research project. In addition to the texts above, students choose one reading from the approved school list.

**GRADE 12:** *Handbook of Grammar and Composition* and *Workbook* (A Beka); *English Literature for Christian Schools* (Bob Jones Press); *The Pilgrim's Progress* (John Bunyan); *Vocabulary Workshop* G (Sadlier-Oxford); Additional reading from approved list

This English 12 class provides a thorough review of fundamental grammar skills such as parts of speech, sentence patterns, phrases, and clauses. Graduated writing assignments allow for practice of grammar skills. The writing assignments range from the basic five paragraph essay to a major ten page research project. Students practice using the MLA documentation style. The course emphasizes vocabulary development using weekly word lists in preparation for the SAT. In addition, reading comprehension is further developed through the study of British literature from the Anglo-Saxon period to the Stuart Period (450-1688). Both individual and group literary teaching presentations promote cooperation and reinforce skills for public speaking. Students present both oral and written book reports from biography, fiction, and non-fiction.



**AP ENGLISH LITERATURE AND COMPOSITION: (Dual Credit)** *Handbook of Grammar and Composition* (A Beka), *Workbook V for Handbook of Grammar and Composition* (A Beka), *British Literature for Christian Schools* (BJU Press), *Vocabulary Workshop*. Level G

This course includes the refinement of skills in grammar usage and mechanics. It also emphasizes vocabulary development in preparation for the reading comprehension section of the SAT. In addition, reading comprehension and analytical skills are developed through the study of British literature from the Anglo-Saxon period to the present. Independent and group projects develop critical thinking skills. Students become proficient in MLA formatting through writing assignments such as compare/contrast, argumentative, and literary analysis. Creativity is encouraged with student-directed topics. Mechanics, grammar, and style will also be taught throughout the year, and students will evince growing skills in revising their compositions by using correct and effective sentence structure and coherent, unified, and emphatic paragraph development. The students will be guided by their grammar handbook, the Composition Checksheet, and by teacher and peer reviews.

**SPEECH (SPEECH 101): (Dual Credit)** *A Syllabus for Fundamentals of Speech* (Neal)

This DC course is an introduction to speech communication which emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations. The course goal is to prepare students for success in typical public speaking situations and to provide them with the basic principles of organization and research needed for effective speeches.

---

## MATHEMATICS

**ALGEBRA I:** *Prentice Hall Mathematics* (Pearson Education)

This Algebra I course is designed to expand on the student's basic math skills and the beginning concepts of Algebra learned in pre-algebra. Students should already be able to add, subtract, multiply and divide positive or negative integers and solve one-step equations. In Algebra I students learn to solve more complex equations including proportions, quadratic equations and inequalities. Graphing linear functions, inequalities, absolute value functions, and systems of equations is taught. Problem solving is stressed throughout the course. Students learn to model a situation with an equation or a system of equations. The course ends with simplifying and combining radical expressions and solving radical equations. The goal of this course is to create thinking students of mathematics.

**GEOMETRY:** *Tools for a Changing World* (Prentice Hall)

*Honors class offered during 9<sup>th</sup> grade. College prep class offered during 10<sup>th</sup> grade.*

In geometry, students are taught the basic skills of inductive, deductive, and indirect reasoning. They are introduced to geometric constructions and the world of art as it applies to geometry. Students review coordinate graphing and apply their algebra skills to the study of parallel and perpendicular lines. Students investigate the properties of basic geometric shapes and the properties of reflections, translations, and glide reflections. The Pythagorean Theorem is taught, along with the special properties of 30-60-90 and 45-45-90 triangles. Students learn the formulas for surface area, lateral area, and volume of specific three-dimensional figures and apply the properties of parallel lines to find missing angles. Learning to write a 2-column proof provides the students with practice in writing well-reasoned arguments. Properties of triangles, parallelograms, trapezoids, and kites are developed, as well as similarity and proportion. The year ends with an introduction to right-triangle trigonometry and circles.

**ALGEBRA II:** *Algebra II* (Prentice Hall/Pearson)

*Honors class offered during 10<sup>th</sup> grade. College prep class offered during 11<sup>th</sup> grade.*

The Algebra II course is designed to expand the student's understanding of Algebra I and prepare him for Calculus. The first quarter is spent reviewing equations, graphs, linear systems and inequalities. Matrices and quadratic functions are covered later in the first semester. Students learn to find zeroes and graph polynomial equations. Radical and rational functions are discussed extensively. The course ends with right triangle trigonometry. The students learn all six trigonometric ratios with their values for the four reference angles, and they are introduced to the basic Pythagorean trigonometric identities. Throughout the year students learn to model word problems with equations and confirm graphs with calculators.

**HONORS PRE-CALCULUS: (Dual Credit)** *Pre-calculus for Christian Schools* (Bob Jones Press)

Pre-calculus begins with a review of basic trigonometry from Algebra II. Topics include radian measure, reference angles, trigonometric ratios, and triangle solutions. Students then review linear and quadratic

functions and apply that knowledge to finding zeros of functions and graphing. They learn about other types of functions, such as power functions, exponential functions, piece functions, trigonometry functions, and rational functions. Graphing these functions, along with finding domain, range, zeros, and asymptotes, is discussed. Students learn interval notation and continue the study of functions with inverses and compositions. They are introduced to the properties of logarithms and work with various types of equations. Students learn to prove various trigonometry identities along with about conics and indirect and direct variation. They study limits, foundational to the study of calculus in the 12th grade. A basic study of statistics, as well as a review of geometry formulas needed for calculus, completes the year.

**ADVANCED FUNCTIONS AND MODELING:** *Algebra and Trigonometry* (Prentice Hall)

Advanced Functions and Modeling is a course with three main objectives: to help students acquire a solid foundation in algebra and trigonometry; to show how math can model real-life situations; and to foster problem-solving and critical thinking skills. During the first semester, students learn the fundamentals of trigonometry and conics necessary for success in college mathematics. The semester ends with a study of probability and sequencing, with a focus on real-life situations, such as determining the value of an annuity. Second semester is a thorough review of Algebra II principles, but with a strong emphasis upon problem solving and real-world modeling. Students review linear, polynomial, rational, exponential, and logarithmic functions.

**AP CALCULUS: (Dual Credit)**

Advanced Placement Calculus is taught as a college level course meant to challenge those students who have completed Pre-calculus. Students begin with a study of limits motivated by the need to find instantaneous rates of change, and then they advance to derivatives. Most of the first semester is spent discovering the relationship between derivatives, rates of change, tangent lines and graphs of functions. Second semester begins with estimating finite sums which leads to the development of the definite integral and the Fundamental Theorem of Calculus. The course ends with many applications of integration derived from graphs and data. In order to receive college credit, students must achieve at least a 3 out of a possible 5 points on the national AP Calculus exam in May.

---

## SCIENCES

**PHYSICAL SCIENCE—Honors and College Prep:** *The Physical World: An Introduction to Physical Science for Christian Schools* (Bob Jones Press)

This class focuses on the physical universe, its forces, and their measurement. A comprehensive study of matter, chemical reactions, solutions, atomic theory, and the periodic table prepares students for a future course in chemistry. Physics is introduced through the topics of energy in motion, fluid mechanics, work, and machines. The students are introduced to electricity, heat, magnetism and sound waves. The premise of this class is that we live in a God-created world governed by the laws discoverable by reverent scientific inquiry. This course includes a laboratory to help students understand how science works and develop scientific thinking skills through problem solving.

**BIOLOGY--College Prep:** *Biology for Christian Schools* (Bob Jones Press)

This laboratory course promotes scientific thinking through problem solving, a process that encourages curiosity and careful inquiry. Each chapter begins by introducing basic concepts and reviews them wherever they appear in other chapters throughout the book. Our study includes cellular biology, genetics, biotechnology, taxonomy, origins, microbiology, and botany. As we explore the science of life and the God of life, we will see His design and how nature fits together according to a plan. The laboratory exercises provide important illustration and close examination of topics covered in lecture. They include working with the microscope, research techniques, the use of biological keys and plant identification.

**Honors Biology:** *Biology for Christian Schools* (Bob Jones Press)

This honors course pursues the same basic objectives from the college prep course but will take it to a deeper level of understanding. Students are expected to think and write critically as they interpret information from a biblical world view.

**CHEMISTRY: College Prep—***Chemistry: Precision and Design* (A Beka Books)

This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion of the class, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. A brief introduction to organic chemistry, biochemistry, and nuclear chemistry is included. By studying the scientific laws that describe the behavior of nature, students can discover the orderliness and reliability of our God. Emphasis is on laboratory experiences that enhance materials presented in class. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in chemistry.

**Honors Chemistry--***Chemistry for Christian Schools* (Bob Jones Press)

This honors course will cover the same material as the college prep chemistry but will do so at a deeper level of application and understanding. Students enrolled in honors chemistry will be expected to write detailed lab reports which will require synthesis and application. Students will learn how to represent data in the correct technical format.

**FORENSIC SCIENCE: *Forensic Science for High School 2nd Edition*** (Kendall Hunt)

Forensic science is a tool for practicing science as inquiry. For every piece of physical evidence brought in for analysis, the student must apply the scientific method. The student must observe, collect and classify data while looking for relationships and form a hypothesis. The student must then test the hypothesis and advance to a conclusion. Students must then be prepared to defend conclusions based on their own empirical evidence.

**HONORS ANATOMY: *The Human Body 2nd Edition*** (Apologia)

Human Anatomy and Physiology Honors explores the systems comprising the human body by emphasizing physiological mechanisms and a thorough understanding of human anatomy. An emphasis is placed on the interrelatedness of such systems as the skeletal, muscular, nervous, and circulatory. This course is recommended for those pursuing a career in the health science field. This course has a substantial laboratory component, including a fetal pig dissection.

---

## SOCIAL SCIENCES

**CULTURAL GEOGRAPHY AND WORLD EVENTS: *Cultural Geography*** (Bob Jones Press)

Cultural Geography gives students an introduction to key geographical skills. It places emphasis on both physical geography and human geography. Through physical geography, students learn about the earth as God's creation with an emphasis on map skills. Human geography allows students to learn about the various peoples, cultures, and religions of the world with the purpose of giving students a burden for missions. World Events focuses on current events to make the material relevant for the present day.

**WORLD HISTORY: *World History*** (Bob Jones Press)

Beginning with ancient civilizations, World History presents a survey of events from Creation to the twenty-first century. An emphasis is placed on world religions, church history, and God's dealings with man throughout history. In the first semester, students study Ancient Civilizations; The Eastern World and World Religions; The Medieval World including early Christian Church History; and The Awakening World including the Renaissance and the Reformation. The second semester covers The Enlightenment; European History with emphasis on the Revolutions of the nineteenth century and the expansion of European colonialism; and The Modern World, including World Wars I and II and late twentieth century history up to the present day. Student Activity Books emphasize map skills, charts and time lines and Bible studies.

**UNITED STATES HISTORY: *United States History*** (Bob Jones Press)

United States History is a survey of America from pre-Colonial times until the twenty-first century. Emphasis is placed on the growth of America through conflict and religious, political, and social movements. Students begin their study with a short survey of European history and factors that led others to search for a New World. They examine the thirteen colonies, including religion in the Colonies. The American Revolution and the establishment of the United States as a new country follow this. Students study the Civil War and how the U S grew during the nineteenth century. The second semester focuses on the twentieth century, including the Great Depression, World Wars I and II, politics, and the U S as a world power in the late 1900's.

**AP UNITED STATES HISTORY: (Dual Credit) *United States History* 4<sup>th</sup> edition (Bob Jones University)**  
Advanced Placement United States History is a challenging course that is designed to be the equivalent of a college level course in a high school setting. It is a year-long course that will cover American history from the age of exploration to the present. Students are expected to have solid reading and writing skills and be willing to devote a considerable amount of time to homework and study. Emphasis is placed on critical thinking skills, essay writing, and interpretation of primary sources and other documents.  
In addition to reading the text, students will be expected to read Document Packets, view Powerpoint and Prezi presentations and complete assignments associated with the readings. All students will be expected to participate in class discussions of primary documents and events as well as debates of key issues. Writing is a key component of this class, and students will be expected to develop their skills by writing short essays, exam essays and maintain a file of all class materials. Students should develop the habit of underlining and/or highlighting materials, and make margin notes on the document packets as part of their homework.

**AMERICAN GOVERNMENT: *American Government* (A Beka Books)**  
This fall semester course introduces students to concepts of government through biblical principles. They study American Government from its beginning in 1789 to the present. Emphasis is placed on the historical background with its roots in European government and the study of the United States Constitution. Students learn the three branches of the Federal Government, state and local government, elections. There is a unit on law, courtroom proceedings, and politics. Students put their knowledge to use by participating in a mock trial.

**ECONOMICS: *Foundations in Personal Finance* (Lampo Press)**  
Students are introduced to basic concepts of personal finance. Emphasis is placed on biblical principles including being good stewards with the resources God entrusts to us and giving. Students are taught responsible money management while avoiding debt. Concepts include how to save and invest, making responsible decisions regarding purchases and investing. Students are also taught how to make long term decisions about money management including retirement.

---

## FOREIGN LANGUAGE

**SPANISH I: *Spanish I* (Bob Jones Press)**  
Spanish I is an introductory course for students with little or no previous exposure to the Spanish language. Students are introduced to basic conversation through the study of vocabulary used daily at home, at school, and in the community. During the year students gain experience in understanding written and spoken Spanish and begin to express themselves in Spanish. They learn basic grammar, including prepositions, conjunctions, and basic -ar, -er, and -ir conjugations in the present and present progressive tenses.

**SPANISH II: *Spanish II* (Bob Jones Press)**  
In second year Spanish, students expand their ability to understand written and spoken Spanish and do much more in expressing themselves in Spanish. They begin to write compositions in Spanish and have oral tests in which they are graded on pronunciation. They work with preterite and imperfect past tenses and some compound tenses.

**HONORS SPANISH III: (Online)**  
Spanish III builds on the first two years of Spanish, and helps students to improve their speaking about increasingly complex topics, and express themselves clearly in the present, past, and future tenses. They will also learn to compare objects and activities. Spanish I and Spanish II are prerequisites.

**HONORS SPANISH IV: (Online)**  
Spanish IV is a continuation of the first three years. The student will continue to sharpen their listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the five units of material, students learn to express themselves using an ever-increasing vocabulary, present-tense verbs, past-tense verbs, articles, and adjectives. Students will continue to expand their knowledge of Spanish speaking cultures and countries. Spanish I, Spanish II, and Spanish III are prerequisites.

---

***The Spanish program is aligned to the national foreign language standards.***

---

---

## HEALTH SCIENCES

### **PHYSICAL EDUCATION:**

Physical education in the 9<sup>th</sup> grade focuses on encouraging students to see the need of maintaining an active lifestyle throughout their lifetime. They are taught skills that can be used in a variety of recreational and fitness activities. Students will play sports, workout in a weight room, participate in body weight exercises, and develop cardiovascular fitness. Students will be graded on knowledge of sports rules, participation, fitness testing, responsibility, and basic sports skills. Character is also developed during fitness and game time as students are taught to exhibit the fruits of the Spirit.

### **HEALTH: *Health for Christian Schools* (Bob Jones Press)**

Health class is designed to teach students how to be balanced in the five areas of spiritual, mental, emotional, physical, and social health. They are taught how to keep their bodies running efficiently through exercise and nutrition. Students are also taught basic first aid, disease prevention, personal hygiene, and environmental issues.

---

## FINE ARTS

### **MUSIC APPRECIATION: (DUAL CREDIT)**

*Listen* by Karmen

Music Appreciation will be a study of how to listen to music. The student will be able to understand what is happening and what the composer wants to communicate through a cognition of the type and style of the music, its historical context, its function (musical purpose) and the performance characteristics (timbres, style, context). This music will be drawn from all historical genres. Because we are a Christian School, the class will include a short discussion of Hymnody and Hymnology. This course is approved for 3 college credits through Colorado Christian University.

### **SPEECH / PUBLIC SPEAKING (DUAL CREDIT):**

*A Syllabus for Fundamentals of Speech* by (Anna Lloyd Neal)

This honors course is an introduction to speech communication which emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations. The course goal is to prepare students for success in typical public speaking situations and to provide them with the basic principles of organization and research needed for effective speeches. This course is approved for 3 college credits through Colorado Christian University.

---

## REQUIRED ENRICHMENT COURSES

### **LOGIC I:**

The ability to reason critically and to not only learn, but apply complex information is key in the life of any young scholar. The Critical Reasoning course will equip your student to operate at the collegiate level by teaching them how to think critically and hone their learning skills. Using assessments, your student will identify their strengths and weaknesses when it comes to studying, testing, logic, and reasoning. Once discovered, they will use a series of exercises to develop each reasoning type. Every student will use a customized approach that is tailored to address their specific needs. Once completed, your student will be able to better understand how to reason critically, test confidently, and be equipped to solve problems.

### **LOGIC II: *an in-depth study of the classical syllogism.***

Along with a basic understanding of the Christian theory of knowledge, the text presents the four kinds of logical statements, the four ways propositions can be opposite, the three ways in which they can be equivalent, and the seven rules for the validity of syllogisms.

### **ACT PREP:**

Test preparation program designed with practice tests with real ACT test questions. There is also a comprehensive content review for each of the ACT's four required tests – English, Math, Reading, and Science.

**SAT PREP:**

This course is designed to teach students the format of the test and provide both strategies and practice for questions on critical reading, sentence completion, grammar, usage, and writing. In addition to reviewing topics from pre-algebra, algebra, and geometry, students will become familiar with the format of the test and learn strategies. Much time will be devoted to practice problems similar to those on the SAT.

**INTRODUCTORY SPEECH:**

This course focuses on the skills involved in selecting, researching, organizing and writing persuasive messages. It teaches students the skills they need to present their ideas effectively in public. In a small, supportive classroom environment, students learn to communicate their ideas effectively using verbal, written, and visual techniques. They also learn important listening skills, and peer evaluations of student speeches are an important component of the course.

**INTRODUCTORY SPANISH:** This beginner course is intended to give training in the basic patterns and structures of Spanish. Conversation and reading related to the cultures of Spanish-speaking areas.

---

**OCCUPATIONAL COURSE OF STUDY**

**EMPLOYMENT ENGLISH:** The courses provided are designed to meet the specific needs of students preparing to enter the workforce. Students learn to develop the communication and literacy skills necessary for independent living and successful employment.

**Spelling/Grammar:** In this course of study, emphasis is placed on the critical skills necessary for success in various employment opportunities and in community life. Students are taught the rules of English grammar, spelling, and punctuation; and the application of these rules in a work environment.

**Reading/Writing:** This course is designed to prepare students to use reading, writing, and oral skills to understand and express information in both formal and informal employment/community situations.

**JOB SKILLS MATH:** This course introduces students to a variety of financial management concepts. These concepts include time and measurement, independent living, and technology. Students will continue practicing basic computation skills including whole numbers, decimals, fractions, and percents.

**LIFE SKILLS SCIENCE:** The purpose of this course is to increase knowledge and ability in skills relating to health care, self-care, socialization, and basic scientific concepts.

**LIFE SKILLS HISTORY & GEOGRAPHY:** This course prepares students to understand the world through studying history, cultures, and the environment.

**CAREER SKILLS:** The goal of this class is to prepare students for productive citizenship. Students will explore career options and will plan for transition from school to work. They will be taught functional skills and workplace management. Students will receive practical application through serving in various areas on the Friendship Christian School campus.

---

## ELECTIVES

### **ADVANCED BAND:**

Membership in the FCS Advanced Band begins in the 9<sup>th</sup> grade but sometimes includes gifted 8<sup>th</sup> grade students. The purpose of the class is to provide an outlet for the very best wind and percussion players in the school. Every effort is made to advance the group to the highest-grade level of music within the scope of the available instrumentation and size. Students are encouraged to audition for NCCSA all-state band, CDDBA all-district band, and other collegiate band clinics, as opportunities arise. The students are required to play at least six of the major scales and demonstrate a high-school level of competency in sight-reading and intonation. The band participates in solo and ensembles, as well as group competition.

### **HIGH SCHOOL CHOIR:**

Membership in the FCS High School Choir begins in the 9<sup>th</sup> grade. Students are instructed in vocal technique, breathing, ear training, and reading music. The course of study includes a Christmas Concert, Spring Concert, NCCSA competition, and other performance opportunities when they arise, i.e. the State Capitol Christmas Sing, the NC Governor's Mansion Christmas open house, etc. The choir performs SATB music both with accompaniment and *a cappella*. The literature includes spirituals, semi-classical works, folk songs, and sacred works.

### **ADVANCED PHYSICAL EDUCATION:**

The purpose of the advanced physical education class is to develop the athletes in the school to their fullest potential. It is a weight training based class with the emphasis on building functional strength and injury prevention. The students are also involved in plyometric, agility, and quickness drills. The class uses the Bigger, Faster, Stronger program and individualized programs.

### **ART:**

In art the student is taught to draw things as they are realistically seen. Reproduction using proper perspective, dimension, and proportion is a constant. The course is based on the ability to draw as one sees while applying the fundamental rules of the craft through basic mediums, techniques, the uses of marks and tones. Art class can be enjoyed regardless of whether one uses this "constantly refined talent" for enjoyment, capturing aesthetic beauty, or the prospect of a future career. An honest self examination for motive, combined with continual practice, will encourage the individual to grow in the timeless act of drawing. The students will submit their finest work for competition in the State Fine Arts Festival.

### **YEARBOOK:**

Members of the yearbook staff receive a variety of opportunities to exercise their creativity, including photography, page design, and article writing. The students will learn to create original, unified presentations as they plan and incorporate the yearbook theme. The staff members will also become familiar with digital design programs as the entire yearbook is designed online.

---

## **ONLINE ELECTIVES**

Additional fees apply - must have prior administrative approval

### **COMPUTER FUNDAMENTALS**

In this two-semester introductory course, students learn how to use Microsoft Word, Excel, and PowerPoint to create, analyze, edit, share, and publish information for a variety of audiences and purposes. Through step-by-step tutorials and a project-based approach to learning, students become familiar with the key concepts and basic skills of today's information technology sector. The course is organized in units that cover the following topics: Word, Excel, PowerPoint, Internet basics, and e-mail basics. A copy of Microsoft Office 2000, 2002, or 2003 is required for participation in this course.

### **PROGRAMMING I: VISUALBASIC.NET\***

Students learn basic programming and the essential concepts of VisualBasic.NET in this one-semester course. As an introduction, students are taught the basic uses of the programming language, its similarities to the English language and others, its architecture, program flow, and its flexibility as a programming language. The course helps participants understand the processes involved in software development and object-oriented

programming. This is an introductory course that could lead to careers such as software engineer, developer, or game designer. Prior coursework in computer fundamentals is a prerequisite. Visual Studio 2008 Express Edition is required software for this course.

### **PROGRAMMING II: JAVA\***

This introductory-level, one-semester course is designed for people who have very little programming experience. In Java Programming, students gain an understanding of Java platforms and learn how to build a stand-alone application, such as a countdown clock or leap year indicator. Students also learn the techniques of Java and how Java can be used in cross-platform programming. At the end of the course, students are able to write basic programs using Java and are prepared to pursue further instruction in any programming language. Prior coursework in computer fundamentals and programming are prerequisites for Java Programming. JDK 1.5 or a higher version Java application is required for this course.

### **AP COMPUTER SCIENCE A**

AP Computer Science A is the equivalent of a first-semester, college-level course in computer science. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. It also includes the study of data structures, design, and abstraction. Students enrolling in AP Computer Science A should have knowledge of mathematics at the Algebra 2 level as well as some previous programming experience, a basic understanding of networks, and knowledge of the use of computer systems (including system reliability, privacy, legal issues, intellectual property, and the social and ethical ramifications of computer use). To take this course, students need regular access to a computer system with recent technology.

### **DIGITAL MEDIA: IMAGE DESIGN AND EDITING\***

In the digital photography and graphic design lessons, students begin by learning general photographic concepts. Composition skills are added to photographs and image-editing techniques are practiced. Students learn how to use layers, crop images, and implement color and lighting concepts such as hue, saturation, exposures, and special effects. Graphic design, artistic elements, and software skills are taught while producing graphic images. The concept of design as a manner of visual communication is carried throughout. Students build a portfolio of work and explore the fields of photography, graphic arts, advertising, and illustration.

### **DIGITAL MEDIA: WEB DESIGN\***

This one-semester course introduces students to the mechanics and elements of web design. Students will learn the key elements of design and HTML, the concepts of planning and organizing websites, and documentation and copyright issues associated with website design. Students will progress through the course, engaging in a variety of project-based assessments to evaluate their understanding.

### **DIGITAL VIDEO PRODUCTION\***

This course introduces students to all aspects of digital video, from story-boarding scenes and creating shot lists to editing a finished, professional-quality product. Throughout this project-based course, students will demonstrate mastery of the key learning objectives by recording, capturing, and editing their own videos. This is a hands-on course that provides a solid foundation for further study in this exciting field.

### **GAME DESIGN\***

Game Design introduces students to the basic skills necessary for game design. Instructional materials highlight the various games in the industry and analyze their approach in terms of design and development. Students explore both the artistic and technical processes of developing game elements such as story, levels, sound, and user interfaces. They merge all these elements into a functional prototype to demonstrate their understanding of the game design process. Unit topics in this one-semester course include history, player elements, genres, elements of game play, setting goals, platform, game generations, and player modes. The following software is required for this course: Blender (freeware), TrackMania Nations (freeware), and Multimedia Fusion Developer (demo).

### **3D ART I/II**

3D Art – Modeling and Animation is a two-part course that introduces students to 3D modeling tools and concepts and advanced 3D animation techniques. The course uses Blender, the popular open-source 3D modeling package. In Part I – Modeling, students learn the basics of creating shapes, adding textures and



lighting, and rendering. In Part II – Animation, students master the basics of animation—rigging, bones, and movement—while learning how to apply traditional animation techniques to their 3D models. This course is suitable for students with no prior experience in 3D game design or digital media authoring tools. Note: 3-button mouse or trackpad is required.

### **ART AND MUSIC APPRECIATION**

Art and Music Appreciation introduces students to various forms of the visual arts as well as elements, instrumentation, and historical periods of music. Through hands-on activities as well as online and off line assignments, students will learn to identify, compare key characteristics of, and evaluate various art and musical works. This is a full credit course that combines both the Art Appreciation and the Music Appreciation half credit courses.

### **AP ART HISTORY**

**Other AP classes that FCS does not offer will be available. Please contact the school office for more information.**

\*Denotes a one-semester course.